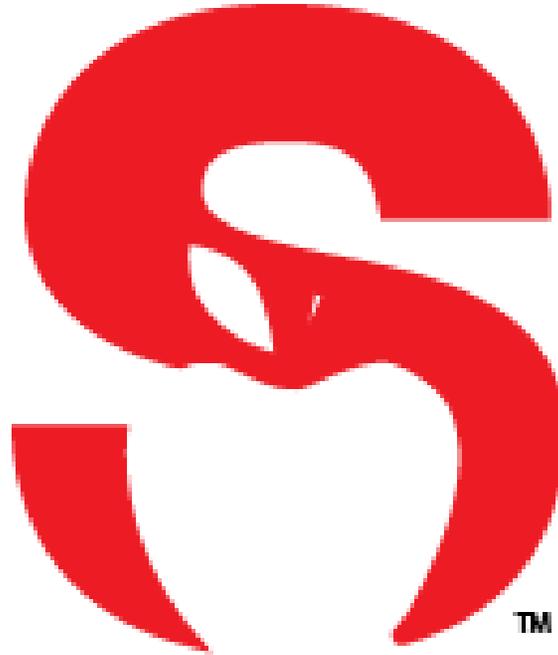


Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Midway Elementary School

School Improvement Plan 2019-2020

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

Midway Elementary School of the Arts provides a positive academic and arts-linked experience, where all students reach their highest potential and become life-long learners.

Provide the school's vision statement

Midway Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn. Our staff, students and community are one family!

Describe how the school involved parents and community in developing this plan and how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

The principal attends monthly Midway Community meetings to continuously communicate the school's mission and vision as well as to keep them informed of our school's progress towards meeting our improvement goals. School data from the 2018-2019 is shared with our School Advisory Council. Input on how we will meet our school goal of earning 455 total points is routinely requested and asked to be given by members in writing to the principal. Skyward, student planners, school and grade level newsletters, as well as parent teacher conferences are all ways we keep parents informed of student progress. Progress reports and report cards are distributed according to the SCPS student progression plan guidelines to communicate academic progress of students to families. Social Media (Facebook and Twitter) is also utilized to inform families of school events.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Sanford Harmony Social Emotional Learning curriculum is implemented in Kindergarten through fifth grade classrooms to ensure that students are being given the tools they need to address their social and emotional needs. Counseling is provided by the IMpower social worker, UCF, SCPS assigned social worker, and the district appointed mental health counselor to students that are identified and have parent permission. We have a Boys to Men after school program to provide mentoring to our boys in grades two through five. Additionally, our guidance counselor and behavior support team serve as mentors to our students. Midway staff will participate in Restorative Practice training and begin to implement strategies daily.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following:

- **Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension**
- **One or more suspensions, whether in school or out of school**
- **Behavior**
- **Course failure in English Language Arts or mathematics during any grading period**
- **A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.**

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Public and Collaborative Teaching

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Time is designated twice a week for collaborative planning focused on instruction lead by instructional coaches. One day a week is dedicated to data analysis. Each professional learning community adheres to protocols that foster and encourage positive relationships between teachers and keep student achievement as the focal point of each session. Teachers are provided the opportunity to participate in instructional rounds to focus on the instructional model and best teaching practices. Midway will continue to use the tools and techniques established by Learning Science International (LSI). Teachers also participate in PLCs and the C4I model under their guidance to grow professionally. Teachers that are new to the profession and those that are new to the district have the benefit of working with our new teacher mentor to gain critical information about the profession and the nuances of working in the district.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2018. The registration for our job fair exceeded over 400 candidates and were able to sign 200 plus new contracts who were “highly qualified” and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all learners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

Effective Leadership

List the members of the leadership team.

Name	Title	Email	Responsibilities
Mrs. Mary Lambert	Principal	mary_lambert@scps.k12.fl.us	Monitor school achievement data, oversee systems management, facilitate communication with staff, community, SAC & PTA, serves as an instructional leader
Olga Wood	Assistant Principal	Woodol@myscps.us	Maintains school-wide schedule, Oversees ESE&ELL scheduling and monitors for effectiveness, Manages tutorial, Oversees Dividend & Family Involvement, Collaborates with MTSS, paraprofessionals for interventions, Supervises Professional Development and scheduling, Testing Coordinator, serves as an instructional leader
Mr. Dave Harris	Assistant Principal	harrisdz3@scps.k12.fl.us	Scheduling of school events & assigned staff duties, manage Skyward, 5 Essentials, textbooks, and other inventories, Saturday School Coordinator, Monitors the effectiveness of PBS, Testing Coordinator, serves as an instructional leader
Mrs. Lori Anthony		lori_anthony@scps.k12.fl.us	

Curriculum Support
Support

Monitor reading and math interventions
creating groups and collaborating with
staff to accelerate students closing
achievement gaps

Mrs. Sasha Velazquez

MTSS Instructional Coach

velazqs@scps.k12.fl.us

Monitor student academic and behavior
data creating multi tiered interventions;
meet with staff to implement small
groups based on data trends; collaborate
with ESE to provide appropriate data to
support student needs

Ms. Barbara Kellar

Family Liason

barbara_kellar@scps.k12.fl.us

monitor student attendance, tardies and
provide services for families based on
specific needs for academic and social
emotional

Mrs. Lindsey Hosak

Science Coach

Lindsey_Hosak@scps.k12.fl.us

coach and monitor science instruction
K-2

Mrs. Schinin Quinn

Magnet Best Practices
Coach

Schinin_Quinn@scps.k12.fl.us

Monitor implementation of the Artful
Learning and Best Practices

Kim Wilson

Reading Coach

Kim_Wilson@scps.k12.fl.us

N/A

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

PreK-12 Transition

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Teach In is how Midway promotes college and career awareness by inviting business partners, parents, and other community organizations to come in to share their knowledge and expertise with our students. Central Florida Arts provides clinicians in the areas of arts to support our arts teachers and students helping to further expand their opportunities. Additionally Midway collaborates with its area cluster Middle and High schools to conduct a STEAM night. This is a Science, Technology, Engineering, Arts, and math event that provides our students with advanced opportunities to further enrich and enhance their knowledge of these subject areas.

Identify the career and technical education programs available to students and industry or community organizations.

Midway is a magnet school for the arts. Ancillary curriculum that aligns with career and technical education includes Artful Learning, a Career and Creativity Lab, coding, and a Google style Lab for research and inquiry based learning. Arts clubs and the community participate in the PTA Reflections program which promotes, Arts careers.

Elementary Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will achieve a Florida Standards Assessment (FSA) grade of “A” for the 2019-20 school year.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
ELA iReady achieving growth target (K-5)	B.2.3	
ELA iReady at or above grade level (K-5)	B.2.3	

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Math iReady achieving growth target (K-5)	B.2.3	
Math iReady at or above grade level (K-5)	B.2.3	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Elementary Essential Instructional Priority 1 - Quality Instruction

Action Plan

Student Owned Progress Monitoring

Strategy Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students will each have their own data notebooks and will update periodically and consistently	Teachers	5/27/20	N	Baseline, mid-year, end of year	Student data notebooks	N/A
Students will review data notebooks with parents at the end of each 9 weeks	Admin, Teachers	5/27/20	N	Baseline, mid-year, end of year	Quarterly student data sheets with parent signatures	N/A
Student progress monitoring tools will include student friendly learning targets and success criteria, fluency goals and current levels, reading log with books in guided reading level, math facts with graphed progress, iReady data, intervention data if applicable, behavioral data	Admin, Teachers	5/27/20	N	Baseline, mid-year, end of year	Student progress monitoring charts of fact fluency, Record of student data chats	N/A

Low 30% Monitoring

Strategy Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Track iReady minutes, Standards focus, & lessons passed	Admin, Teacher	5/27/20	N	Baseline, mid-year, end of year	iReady reports indicating number of minutes, lessons passed, & standard focus	N/A
Monitor attendance	Admin, Teacher	5/27/20	N	Baseline, mid-year, end of year	Early warning report	N/A
Monitor/track reading & math interventions	Admin, Teacher	5/27/20	N	Baseline, mid-year, end of year	Teacher & Admin Data Notebooks, ESE teachers lesson plans, ESE weekly data PLC, Teacher lesson plans, Weekly leadership meetings to review student data, and ensure fidelity of school-wide best practices	Y
In school tutorial based on individual need in math and/or reading	Admin, curriculum coach	5/27/20	N	Baseline, mid-year, end of year	Tutorial attendance log	Y
Provide school based mentor to check in with students weekly	Admin, Teachers	5/27/20	N	Baseline, mid-year, end of year	Weekly leadership meetings to review student data, and ensure fidelity of school-wide best practices.	N/A
Track students on data board	Admin, ESE & General Education Teachers	5/27/20	N	Baseline, mid-year, end of year	Agenda from data chats, Weekly leadership meetings to review student data, and ensure fidelity of school-wide best practices.	Y

Item analysis on common assessments	Admin, ESE & General Education Teachers	5/27/20	N	Baseline, mid-year, end of year	Grade level item analysis spreadsheets of common assessments	N/A
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Conduct data chats weekly	Admin, , ESE & General Education Teachers	5/27/20	N	Baseline, mid-year, end of year	Agenda from data chats	7
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High Level 1 / High Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Track iReady minutes, Standards focus, & lessons passed	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	iReady reports indicating number of minutes, lessons passed, & standard focus	Y
Monitor attendance/behavior	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Early warning report	Y
Monitor/track reading & math interventions	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	ESE & ELL teachers lesson plans, Teacher lesson plans, Teacher & Admin Data Notebooks	Y
In school tutorial based on individual need in math and/or reading	Admin	5/27/20	N	Baseline, mid-year, end of year	Tutorial attendance log	Y

Provide school based mentor to check in with students weekly	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Mentor meeting logs	Y
Track high level 1 and level 2 students on data board	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Teacher & Admin Data Notebooks, Agenda from data chats	Y
Item analysis on common assessments	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Grade level item analysis spreadsheets of common assessments	Y
Conduct data chats weekly	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Agenda from data chats, Teacher & Admin Data Notebooks	N/A
Provide “All Hands on Deck” small group targeted instruction in math and reading	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	ESE & ELL teachers lesson plans, Teacher lesson plans, Teacher & Admin Data Notebooks, Instructional Grouping Spreadsheets	Y

Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Track iReady minutes, Standards focus, & lessons passed	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	iReady reports indicating number of minutes, lessons passed, & standard focus	Y
Monitor attendance/behavior	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Early warning report	Y
Monitor/track reading & math interventions	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	ESE & ELL teachers lesson plans, Teacher lesson plans, Teacher & Admin Data Notebooks	Y
In school tutorial based on individual need in math and/or reading	Admin, ESE & General Education Teachers	5/27/20	N	Baseline, mid-year, end of year	Tutorial attendance log	Y

Promote earning math permit and license for fact fluency	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Teacher & Admin Data Notebooks	Y
Item analysis on common assessments	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Grade level item analysis spreadsheets of common assessments	Y
Conduct data chats weekly	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	Agenda from data chats	Y
Provide weekly in school math acceleration instruction	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	N	Baseline, mid-year, end of year	ESE & ELL teachers lesson plans, Teacher lesson plans, Teacher & Admin Data Notebooks	Y
Implement school wide “plan of attack” reading comprehension strategy and “game plan” for comprehending mathematical word problems	Classroom Teachers, ESE Teachers, ELL Teachers, Admin, Instructional Coaches	5/27/20	Y	Baseline, mid-year, end of year	ESE & ELL teachers lesson plans, Teacher lesson plans, Teacher & Admin Data Notebooks	Y

Tutoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
In School Tutorial for High Level 1's, 2's, and low Level 3's in reading and math throughout the school year.	Admin, ESE & General Education Teachers	5/27/20	N	Baseline, mid-year, end of year	Tutorial attendance log, Teacher & Admin Data Notebooks	Y
Saturday Academy for High Level 1's, 2's, and low Level 3's in reading, writing and math throughout the school year.	Admin, ESE & General Education Teachers	5/27/20	N	Baseline, mid-year, end of year	Tutorial attendance log, Teacher & Admin Data Notebooks	Y

Elementary Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
5E_SE_Safety	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Elementary School Essential Instructional Priority #2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Teachers contact parent when a student is absent	Teachers	5/27/20	N	Baseline, mid-year, end of year	Communication log	N/A
Weekly truancy meetings	MTSS Coach, Family Liaison, Guidance Counselor, Principal, SRO, Social Worker	5/27/20	N	Baseline, mid-year, end of year	Notes from truancy meetings	N/A
Reward field trips	Family Liaison	5/27/20	N	Mid-year, end of year	Percentage of students attended field trip	N/A
Monitor magnet student's attendance according to the school board policy	Family Liaison	5/27/20	N	Baseline, mid-year, end of year	N/A	N/A

Additional Strategies

Name/Topic of Strategy	Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Monitoring of behavior/discipline	Biweekly PBS PLC's	Classroom Teachers, Behavior Support Team, MTSS Coach, Admin	5/27/20	Y	Baseline, mid-year, end of year	PLC Agendas	N/A
Name/Topic of Strategy	Strategy/Action Item 2	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Monitoring of behavior/discipline	School-wide implementation of Restorative Practice	Teachers, Admin, Instructional Coaches, ESE teachers, ELL teachers	5/27/20	Y	Baseline, mid-year, end of year	Learning Logs, Student Discipline Data	N/A

Elementary Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners
- B. Provide opportunities for students to collaborate and develop personal and social responsibility
- C. Develop expectations for success in college and careers for all students

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

Elementary School Essential Instructional Priority #3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Provide equal access to all clubs	Admin	5/27/20	N	Mid-year & end of year	Attendance log for clubs	N/A
Talent development	Gifted/Talented Teacher	5/27/20	N	Baseline, mid-year, end of year	Attendance log for Talent Development	N/A
Primes	Primes Teachers	5/27/20	N	Baseline, mid-year, end of year	100% of students in Pre-Primes and Primes earn a C or higher.	N/A

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School administrators communicate expectations for all school personnel to share responsibility for all students in their building and consider all SWDs as general education students first.

Partially Beginning

Specials, electives, and career technical education teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of ALL SWDs in their classes.

Not Yet

All paraprofessionals recieved PD that inlcudes clear descriptions of their work reponsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Not Yet

Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all students in their building and consider all SWDs as general education students first.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Administrators review staff schedules to ensure all personnel have opportunities to support students with and without disabilities.	Admin	5/27/20	N	baseline, mid-year, end of year	Teacher schedule and staff schedules	Y

Indicator 2

Specials, electives, and career technical education teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of ALL SWDs in their classes.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Special area teachers participate in PLC's to consult with ESE and related service providers to learn about strategies to implement to support ALL SWDs.	ESE teachers, LNP, Social Worker, District Mental Health Counselor	5/27/20	Y	baseline, mid-year, end of year	PLC agendas	Y

Indicator 3

All paraprofessionals recieved PD that inlcudes clear descriptions of their work reponsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Professional Development that includes strategies for providing support to SWDs.	ESE teachers, Admin	5/27/20	Y	baseline, mid-year, end of year	Professional Development learning logs	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants	# Anticipated Participants	Position(s) Responsible
ESE & Special Area Teacher SWD PLC	BPIE Indicator #3	8/21/19, 12/20/19, 3/11/20	SWD	Special Area teachers, ESE Teachers	15	ESE Teachers
Paraprofessional PD to support SWD	BPIE Indicator #2	August 12-15, 2019 and ongoing as needed	SWD	Paraprofessionals	6	District Behavior Support Team
Reading Plan of Attack & Math Game Plan	1	9/11/19	Comprehension and Mathematical Comprehension	K-5 Teachers, ESE teachers, ELL Teachers, Instructional Coaches	65	Instructional Coaches
Restorative Practices	2	10/17-18/19, 12/19/19, 3/11/20, 5/13/20	Social Emotional Learning, Student Discipline	School-wide	100	IIRP Trainer, School Admin