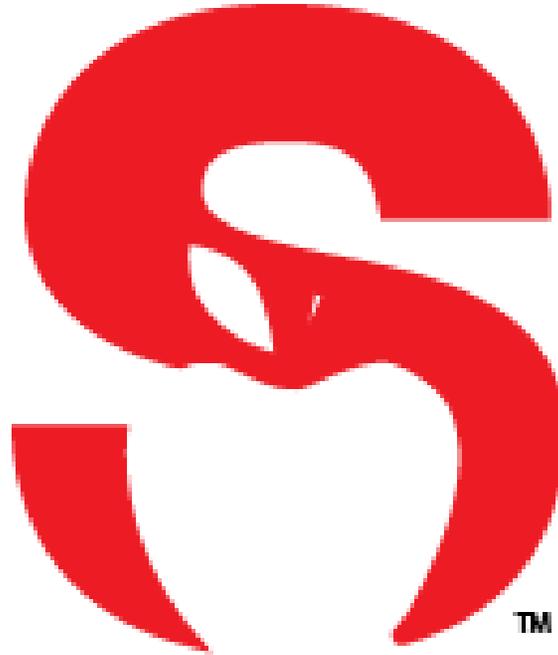# Seminole County Public Schools

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

Lake Orienta Elementary School

School Improvement Plan 2020-2021

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

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens. The mission of Lake Orienta is to create a learning environment focused on the whole-student, which encourages autonomy, perseverance, and confidence through productive struggle with the support of families and the community.

Provide the school's vision statement

The vision of Lake Orienta Elementary to create productive life-long learners who value achievement and are responsible for their own success.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Christine Peacock	Principal	Christine_Peacock@scps.k12.fl.us	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.
Sandra Saintil	Assistant Principal	saintisz@scps.k12.fl.us	Maintain the operation of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.
Toni Harrell	K-2 Reading Coach	toni_harrell@scps.k12.fl.us	Provide Instructional support to teachers in grades kindergarten to second. Monitor and disaggregate Reading data of students K-5 Organize and Provide Tier 2 instruction for all students K-5 who are low 30% for their grade level. Organized and monitor the Tutorial Program for grade 3-5. Facilitate Common Planning sessions on reading foundational skills, reading comprehension and writing.
Mary Debonville	3-5 Reading Coach	mary_debonville@scps.k12.fl.us	Provide instructional support to teachers in grades third to fifth. Monitor and disaggregate Reading data of students 3-5 Organize and provide Tier 2 instruction for all students 3-5 who are low 30% for their grade level based on FSA and i-Ready. Organize materials and monitor data of students in the Tutorial Program Facilitate Common Planning sessions on reading and writing.

Denise Boring	Math and Science Coach	denise_boring@scps.k12.fl.us	Provide Instructional support to teachers in grades Kinder to fifth. Monitor and disaggregate Math data of students K-5 Organize and provide Tier 2 instruction for all students 3-5 who are low 30% for their grade level based on FSA and i-Ready. Organize materials and monitor data of students in the Tutorial Program. Facilitate Common Planning sessions on math and science. Implement Robotics and Stem activities
Kim Parmer	Reading Specialist	kim_Parmer@scps.k12.fl.us	To provide support and Tier 2 instruction for identified students and monitor the progress of Low 25% school wide.
Linda Nunez	ELL Teacher	linda_nunez@scps.k12.fl.us	To provide support to teachers, instruction for ELL students and monitor ELL progress. Conduct Data Chats with ELL students on a monthly basis
Ania Key	SLD Teacher	N/A	To provide support to teachers, instruction for SWD students and monitor SWD progress. Conduct Data Chats with SWD students on a monthly basis.
Yves Mahri Paul	Behavior Specialist	yvesmahri_Paul@scps.k12.fl.us	Support with school wide behavior intervention. Implement and monitor Lake Orienta's PBIS plan. Provide Tier 3 support for behavioral intervention students.

Supportive Environment

Describe how the school involved parents and the community in developing this plan.

Lake Orienta Elementary School reviewed feedback from parents and other stakeholders on the Spring 2020 SnapShot Survey. Ideas for monitoring, student engagement, and safety were considered when developing this plan. We created a committee to review the school's mission, vision and action items in this plan. The committee consists of parents, a primary and an intermediate teacher, members for our leadership team and some local businesses.

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

In an effort to build positive relationships with all stakeholders, Lake Orienta Elementary School hosts several community events throughout the year including book fairs, parent curriculum nights, PTA events, and Title I meetings. The goal is to promote family involvement and help parents understand the need to support their students' academic and social/emotional growth. Every grade level also creates a "get to know me" student project and presentation, which highlights the individual student, their family, and their cultural background that is shared with each classroom and grade level. We use Skyward, School Messenger, parent-teacher conferences and MTSS meetings to communicate students' progress with our parents. We follow the SCPS Pupil Progression Plan with progress reports and report cards distributed quarterly.

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.

Lake Orienta Elementary School has established a variety of ways to meet the social-emotional needs of students. Basic social-emotional instruction starts in the classroom with the implementation of Sanford Harmony at all grade levels. Counseling services are available to identified students for more specialized needs including anger management, peer interaction, social skills, and anxiety. We have several mentoring programs to provide one on one support. We also have procedures to deal with tragic incidents including the death of a family member or fellow student. LKO's Behavior Support Teacher provides school-wide, classroom and individual support for our identified students. Our PBIS promotes procedures and incentives to support positive behavior. The SCPS mental health counselor works collaboratively with our guidance department and social worker to provide intensive support for select students. Additional counseling and mentoring services are provided for students on an as needed basis through outside agencies. LKO provides support outside of the school environment as well. We have an established backpack program providing food, hygiene products and basic supplies for identified families. Those families are also provide information about local agencies that provide resources to families in need.

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.

Administration, teachers and staff focus our efforts on working collaboratively to support all of our student's academic, social and emotional growth. Teachers meet regularly in Professional Learning Communities (PLCs) to examine student data, plan for instruction and monitor student progress. Extended planning opportunities are provided for teachers to ensure standards are being addressed in line with the SCPS Framework for Student Success. We will continue our partnership with the district's personnel to increase capacity in our teachers. All Title I funded personnel work directly with teachers and students as coaches, literacy specialists or paraprofessionals to provide support for all students. Students' progress is monitored carefully and reviewed monthly to help coaches and teachers plan for and adjust instruction to meet the needs of the students.

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

At Lake Orienta, we work hard to keep the lines of communication open with our teachers. In an effort to retain the teachers, we host several events for them to communicate their concerns (Chat and Chew), we allow them the opportunity to provide input in school initiatives like PBIS, School Committees, Master Schedule and etc. We recognize accomplishments during daily announcements, weekly newsletters, and faculty/staff meetings. 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. Each spring SCPS hosts teacher job fair. 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. Educators new to the profession or new to SCPS are assigned a teacher mentor. The mentor works directly with the new hires on SCPS procedures, protocols, the instructional framework for student success and data analysis. Teachers are provide the opportunity to network with other teachers within the school through collaborative planning sessions, PLCs and classroom visitations. Support is continued beyond the first year within SCPS and LKO.

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 the 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 earning. 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. Our CLM also provides mentoring to teachers and shares assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

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 Lake Orienta's Leadership Team 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, multiple data sources 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

College and Career Readiness

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

Teachers of our Voluntary Pre-K Program (VPK) are invited to participate in school-wide meetings and professional development opportunities. Pre-K student visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences. Staff from the Milwee Middle School come to LKO to talk with our outgoing fifth grade students about the expectations and programs offered at the middle school level.

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

We partner with the Altamonte Springs Rotary for support for our students and implementation of our Early Act Club, which teaches community service with our 3-5 graders. The Rotary also supports Teach-In by providing speakers for different professions and also providing mentors to promote higher achievement with our students.

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

We offer SECME to 4th and 5th grade, robotics, coding and Makers' Space at every grade level.

Elementary Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

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 School 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 maintain a Data Folder including but not limited to FSA Data, iReady Diagnostic Assessments for reading and math, iReady lessons completed and pass rates, Common Assessments, oral reading fluency, DRA levels, high impact instructional standards, basic math facts, chapter and unit assessments.	Classroom teachers, administration, instructional coaches, resource teachers, students	Ongoing	Y	Weekly	Administration will do data notebook checks during class walk-throughs. Teachers will bring sample notebooks (chosen by administration) to data meetings.	Y
Students will review the data with their parents during parent-teacher conferences.	Classroom teachers, administration, students	Each Semester	N	Twice a year	Student review of data notebooks with parents will be recorded on the parent-teacher conference form.	Y

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 track weekly progress on iReady for both reading and math.	Classroom teachers, administration, students	Ongoing	N	Weekly	Data notebooks will be reviewed by teachers during teacher-student data chats.	Y

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
Students identified in the lowest 30% will be assigned a mentor from the leadership team.	Leadership team and classroom teachers	Ongoing	N	Monthly	Leadership team will meet monthly to review lowest 30% data.	Y
Students in the lowest 30% will have interventions plans within EdInsight or updates made within their ESE Individual Education Plan.	MTSS team, guidance, instructional coaches, classroom teacher	Ongoing	N	Quarterly	Student intervention plans within Edinsight and ESE Progress Reports	Y
Parent of students in the lowest 30% will be invited to participate in an academic achievement evening focusing on tips and strategies to support their child at home.	Leadership team, instructional coaches, classroom teachers, students	Fall and Spring Semesters	N	Twice a year	Agendas from the parent evenings, student-parent work samples and iReady lessons data.	Y
An iReady Data Board will be established to track students in the lowest 30%.	Leadership team, classroom teacher	September 2020	N	Weekly	Individual student iReady data presented on data board.	Y

High Level 1 / 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
Administration will host data chats with teachers during PLCs to review grade level performance on high impact assessments.	Instructional coaches, administration, classroom teachers	September 2020	N	Quarterly	Student progress on assessments	Y
Students will participate in targeted small group instruction to address non-mastered standards.	Instructional coaches, resource teachers, classroom teachers	Ongoing	N	Weekly	Teacher lesson plans, PLC notes, student data notebooks	Y
Teachers will adjust iReady lessons based on student data	Classroom teacher	Ongoing	Y	Monthly	iReady usage and lessons passed reports	Y
Students will be invited and participate in extended learning instructional tutorial programs.	Leadership team, classroom teachers	October 2020	N	Weekly	Tutorial accountability logs and EdInsight Data	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
Students will engage in high yield instructional strategies for direct and small group instruction.	Classroom teachers, instructional coaches, resource teachers	Ongoing	Y	Weekly	Teacher lesson plans and plc notes	Y
Students will meet with grade level mentor for data chats.	Leadership team, classroom teachers, students	Ongoing	N	Monthly	Student data charts and notebooks	Y
Students will be invited and participate in extended learning tutorial opportunities.	Leadership team, classroom teachers	October 2020	N	Weekly	Tutorial accountability logs and EdInsight data	N/A
Students will have additional practice opportunities to reinforce and maintain mastery of grade level standards.	Instructional coaches, classroom teachers	Ongoing	N	Weekly	Student performance on standards mastery assessments in iReady.	Y

Tutorial

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)
Extended learning tutoring sessions for students in the lowest 30% in reading and math will be offered outside of the school day.	Leadership team, classroom teachers	October 2020	N	Weekly	Monthly assessments in tutoring to determine student progress	Y
Spring Boost Camps for 3rd-5th grade students for reading, writing, math and science	Instructional coaches, resource teachers, administration, classroom teachers	January 2021	N	Spring Semester	Targeted assessment data	Y
During school tutorial sessions will offered to 3rd, 4th and 5th grade students demonstrating a need for additional academic support.	Administration, instructional coaches, classroom teachers.	Fall 2020	N	Weekly	Student progress on assessments and i-ready	Y

Additional Action Plans

Topic/ Strategy	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
All stakeholders will engage in school-wide data meetings and data wall maintenance.	Leadership team will meet with staff to review and update school-wide, grade level and student specifc data.	Leadership team, resource teachers, classroom teachers	September 2020	N	Monthly	Updated student data cards on data wall and teacher data reflection sheets and plans	Y
Professional Learning Communities will be regularly scheduled to monitor student data, implement high yield instructional strategies and conduct data analysis.	Teachers will engage in regular PLC meetings conducted by PLC facilitators with support of instructional coaches and administration.	PLC facilitators, instructional coaches, classroom teachers	September 2020	Y	Weekly	PLC agendas, notes, student data and walk through tracking the implementation of high yield strategies.	Y

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, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	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
Classroom teachers will monitor weekly attendance reports.	Classroom teachers, guidance counselors	Weekly	N	Weekly, Review quarterly	Attendance with 10 or more will be reduce to 25% school wide	Y
Students with excessive absenteeism will be placed on a behavioral tier aligned with the Student Progression Plan.	Classroom teachers, guidance counselors, administration	Quarterly	N	Quarterly	Invention plans tracked within EdInsight	Y

Safety Survey

Name/ Topic of Strategy	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 feel comfortable talking with the school's law enforcement officer/deputy.	School resource officer will increase visibility throughout the campus, especially in non-classroom settings.	Administration, school resource officer	Fall semester	N	Daily	Students feedback on safety survey	N
Students will feel safe in common areas around campus including dining room, walkways, bathrooms and courtyards.	Expand the implementation of PBIS to include direct lessons on procedures and expectations throughout common areas on campus.	Administration, PBIS team, behavior resource teacher, classroom teachers	Fall semester	N	Ongoing	Student feedback on safety survey	N

Additional Action Plans

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)
Expansion of LKO's Positive Behavior Intervention of Support	Implementing PBIS school-wide Penguin Pride Positive Work Habits, Respect, Integrity, Dedicated and Discipline and Elevate your effort. School Store Daily communication with parents about student behavior	PBIS committee, all personnel , administration, students, parents	August 2020	Y	Daily	Teachers will turn in their weekly PBIS Behavior Chart Teachers will discuss behavior concerns at MTSS meetings	Y

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
Students in 4th and 5th grade demonstrating high achievement will placed in PRIMES math.	Administration, instructional coaches, classroom teachers	August 2020	N	Quarterly	Student schedules reflected in Skyward	Y
Advanced Opportunity students will be identified in Skyward and screened for gifted services.	Gifted resource teacher, guidance counselors	Ongoing	N	Quarterly	Students will be identified in Skyward as Advanced Opportunities.	N/A
Students identified as Advanced Opportunities will participate in talent development sessions.	Gifted resource teacher, guidance counselors, classroom teacher	September 2020	N	Quarterly	Students will be identified in Skyward as talent development.	N
Students will participate in enrichment activities, coding and computer science within the general education setting.	Instructional coaches, classroom teacher	September 2020	Y	Ongoing	Specialized instructional centers within the classroom	Y

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

Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.	Partially Beginning
There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.	Partially Beginning
General and special education teachers regularly plan instruction together.	Partially Beginning

Indicator 1

Administrators analyze data to identify staff professional development and technical assistance needs related to inclusion.

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 for staff on collaboration among ESE and classroom teachers on differentiated instruction and co-teaching to support ESE students. The teacher will learn more about grading procedures especially when accommodations or modifications are provided for individual students.	Administration, ESE resource teachers, classroom teachers	September 2020	Y	Each semester	FDLRS Data collection tool On going collaboration with classroom teacher	Y

Indicator 2

There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.

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
Sanford Harmony and PBIS are implemented school-wide to support social-emotional and character education for all students.	Administration, Leadership team, PBIS committee, classroom teachers	August 2020	Y	Daily	School wide behavioral data	Y

Indicator 3

General and special education teachers regularly plan instruction together.

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
Resource teachers will join grade level PLCs for instructional focus and data analysis of students.	ESE teachers, PLC facilitators, classroom teachers, administration	September 2020	Y	Monthly	PLC agendas and meeting notes with data analysis of ESE subgroups	y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
iReady Training	1	October 2020	Teachers will learn ways to adjust instructional groups and individual instructional paths based on diagnostic data.	All instructional staff	50	Administration, PLC facilitators, instructional coaches, classroom teachers
Sanford Harmony and PBIS	2	Quarterly	Teachers will develop additional ways to support students' social, emotional and behavioral needs.	All instructional staff	50	Administration, guidance, classroom teachers
Instructional High Yield Strategies	1	Quarterly	Teachers will implement high yield strategies into the classroom.	All instructional staff	50	Administration, instructional coaches, teachers
Professional Learning Communities	1	September	Teachers will analyze student data to drive instructional best practice.	All instructional staff	50	Administration, PLC facilitators, instructional coaches, classroom teachers

Differentiation for Enrichment	3	October 2020	Teachers will implement standards based enrichment activities.	All instructional staff	50	Gifted resource teachers, instructional coaches, classroom teachers
ESE Best Practices within the Classroom	BPIE	October 2020	Teachers will incorporate best practice for ESE instruction within the classroom to meet IEP goals.	All instructional staff	50	ESE resource teachers, classroom teachers