

# ***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](http://www.scps.k12.fl.us)

**Goldsboro Elementary**

**School Improvement Plan 2022-2023**

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## Purpose and Outline of the SIP

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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 supporting the district commitment to excellence and equity. The SIP is a “living document” continually monitored, refined and used by schools to guide their work throughout the year.

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## School Information

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### Provide the school's mission statement

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The mission of Goldsboro Elementary Magnet School is to empower students to excel in a world of math, science, engineering, and technology through local and global collaboration in a nurturing and challenging environment.

### Provide the school's vision statement

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Goldsboro Elementary School will be the premier magnet elementary school in Seminole County. Goldsboro will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways in the areas of STEM. \*Goldsboro will support the SCPS vision that all Early Childhood Program and Pre-K through Grade 5 students acquire the knowledge, skills, and attitudes to be productive citizens. \*All students will make a year's growth in a year's time. \*There will be equitable facilities and opportunities for all students. \*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

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## Positive Culture & Environment

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A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating school improvement strategies that impact a positive school culture and environment.

**Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

Goldsboro's School Advisory Council has scheduled monthly meetings to discuss successes and challenges that need to be addressed as a school community. This input was used in the development of the SIP plan.

**Describe 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.**

Goldsboro Elementary works very closely with its students and families with the intent to educate one another on each other's cultures, with the end result being to create a well-rounded school culture embracing each other's differences and similarities to build positive relationships. Goldsboro/PTA holds several community events throughout the year which include: a fall social, book fairs that accompany "picnic and paperbacks", parent curriculum nights, and family nights each month. The principal and leadership team members work with local community outreach centers to develop relationships with the surrounding community members. Events, such as Teach-In, Space Day, and STEM day also gives our students and parents the opportunity to understand and embrace the mission and vision of the school. Goldsboro has two Conference Nights a year when parents are able to conference with their child's teacher on their current progress.

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.**

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School Climate Committee at Goldsboro:

Dr. Mulholland, Principal- School Climate Liason

Ms. Froess, Assistant Principal- PBS Committee Liason

Mr. Pagan, Behavior Interventionist - School Support Liason

Ms. Shoucair- Restorative Practices Liason

Ms. Thompson - Kindergarten Teacher

Mrs. Bettinger - 1st Grade Teacher

Mrs. Turner - 2nd Grade Teacher

Mrs. Archie- 3rd Grade Teacher

Ms. Herbert - 4th Grade Teacher

Mrs. Bell-Thompson- 5th Grade Teacher

Rhoda Richardson- Parent

Rula Wakeel - Parent

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**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.**

Goldsboro Elementary has established various small group services for the needs of our students including anger management, peer resolution, social skills, and one-on-one counseling when needed. Our Behavior Resource Teacher, School Counselor, Alpha Counselor, and School Social Worker meet with students regularly as a pro-active approach to resolving known issues our students deal with as children. It is very common to see our school counselor meeting with students one-on-one in which the child feels safe to share his/her feelings over lunch and/or other times during the day. Goldsboro partners with a local high school for mentorship opportunities for our students. In addition, we are providing a social/emotional curriculum for each classroom teacher to utilize with their students during designated schoolwide class meetings.

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**How will your school's culture and environment be monitored through the lens of behavior or discipline data?**

School culture includes an atmosphere of mutual respect amongst all stakeholders where teaching and learning are valued; achievements and successes are celebrated, and where ongoing collaboration is the norm. By using discipline data, the leadership team tracks the most prevalent incident types; identify when and where these behaviors are most likely to occur, and also deems which students have the highest need for behavioral interventions and support.

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## Effective Leadership

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### Leadership Team Members

<b>Name</b>	<b>Title</b>
Dr. Chris Mulholland	Principal
<b>Email</b>	<b>Responsibilities</b>
<a href="mailto:chris_mulholland@scps.k12.fl.us">chris_mulholland@scps.k12.fl.us</a>	Manage all faculty and staff at the school. Responsible for the school's academic performance and for the safety of students, faculty, and staff. Provide strategic direction for the school and cultivate a positive school climate.

<b>Name</b>	<b>Title</b>
Kristin Froess	Assistant Principal
<b>Email</b>	<b>Responsibilities</b>
<a href="mailto:kristin_froess@scps.k12.fl.us">kristin_froess@scps.k12.fl.us</a>	Assists the principal with implementing school-wide goals. Works with the school principal in serving as an instructional leader of the building staff to achieve and sustain high levels of student learning and growth. Assists in the day-to-day operations of the school.

**Name**

Jennifer Prather

**Email**

[jennifer\\_kellett@scps.k12.fl.us](mailto:jennifer_kellett@scps.k12.fl.us)

**Title**

Literacy Coach

**Responsibilities**

Provides resources and support for teachers. Collaborates with educators and school administrators to develop curriculum and lesson plans and analyze data. Design and lead professional development presentations and model lessons for teachers.

**Name**

Kim Nolting

**Email**

[kimberly\\_nolting@scps.k12.fl.us](mailto:kimberly_nolting@scps.k12.fl.us)

**Title**

Math Coach

**Responsibilities**

Provides resources and support for teachers. Collaborates with educators and school administrators to develop curriculum and lesson plans and analyze data. Design and lead professional development presentations and model lessons for teachers.

**Name**

Anthony Pagan

**Email**

[Paganaz1@scps.k12.fl.us](mailto:Paganaz1@scps.k12.fl.us)

**Title**

Behavior Interventionist

**Responsibilities**

Works with individual students to eliminate disruptive and negative behaviors and replace them with positive behaviors and actions. Assists teachers and parents to help students who are struggling with their behavior.

**Name****Title**

Mary Lynn Hess

STEM Teacher

**Email****Responsibilities**[marylynn\\_hess@scps.k12.fl.us](mailto:marylynn_hess@scps.k12.fl.us)

Assists with innovating our Magnet Program. Bio-Science STEM Lab Teacher.

**Name****Title**

Robert Wakelyn

STEM Teacher

**Email****Responsibilities**[Robert\\_Wakelyn@scps.k12.fl.us](mailto:Robert_Wakelyn@scps.k12.fl.us)Assists with innovating our Magnet Program. Space Lab STEM Teacher.  
Schoolwide technology coordinator.**Name****Title**

Adam Finkle

STEM Teacher

**Email****Responsibilities**[Adam\\_finkle@scps.k12.fl.us](mailto:Adam_finkle@scps.k12.fl.us)Assists with innovating our Magnet Program. Robotics and Computer Sciences  
STEM Lab Teacher.

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## Effective Leadership

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### Literacy Team Members

**Name****Title**

Dr. Chris Mulholland

Principal

**Email****Responsibilities**

[chris\\_mulholland@scps.k12.fl.us](mailto:chris_mulholland@scps.k12.fl.us)

Manage all faculty and staff at the school. Responsible for the school's academic performance and for the safety of students, faculty, and staff. Provide strategic direction for the school and cultivate a positive school climate.

**Name****Title**

Kristin Froess

Assistant Principal

**Email****Responsibilities**

[kristin\\_froess@scps.k12.fl.us](mailto:kristin_froess@scps.k12.fl.us)

Assists the principal with implementing school-wide goals. Works with the school principal in serving as an instructional leader of the building staff to achieve and sustain high levels of student learning and growth. Assists in the day-to-day operations of the school.



<b>Name</b>	<b>Title</b>
Jennifer Prather	Literacy Coach
<b>Email</b>	<b>Responsibilities</b>
<a href="mailto:jennifer_kellett@scps.k12.fl.us">jennifer_kellett@scps.k12.fl.us</a>	Provides resources and support for teachers. Collaborates with educators and school administrators to develop curriculum and lesson plans and analyze data. Design and lead professional development presentations and model lessons for teachers.

<b>Name</b>	<b>Title</b>
Shannon Benninghove	ESE Teacher
<b>Email</b>	<b>Responsibilities</b>
<a href="mailto:shannon_benninghove@scps.k12.fl.us">shannon_benninghove@scps.k12.fl.us</a>	Works with students who have a wide range of special needs and disabilities. Ensures schedules and supports are aligned for all Resource Teachers.

<b>Name</b>	<b>Title</b>
Teresa Flynn	School Counselor
<b>Email</b>	<b>Responsibilities</b>
<a href="mailto:Teresa_Flynn@scps.k12.fl.us">Teresa_Flynn@scps.k12.fl.us</a>	Works with students in need of academic and/or social-emotional support. Leads the MTSS team to help provide students with additional interventions. Providing comprehensive and vital information to various stakeholders.

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## Student Transition and Readiness

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

Our school works with middle schools in our feeder pattern to assist outgoing 5th-grade students with transitioning to middle school. Middle School personnel visits our campus to provide information about academics, and activities, as well as to help students and parents with registration. For our younger students entering kindergarten, Goldsboro offers a summer tour for incoming kindergarten students to visit the school with their families to help them with the transition.

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

Goldsboro is committed to customizing learning to prepare students in the 21st century. On a daily basis, students are engaged in collaborative discussion, interacting with technology, developing a growth mindset, and connecting to real-world problem-solving. Through the use of our STEM lessons, students can increase their ability for innovation, imagination, and digital literacy. In addition, Goldsboro builds upon our curriculum with the use of our STEM Labs (Bioscience, Space, Computer Science, and Robotics), community organizations, and events such as Teach-In, Aviation Day, Space Day, Math Matters Day, and Planet Earth Day to enhance our students' broad understanding of careers and exploration of specific interests for the future. Our partnership with the Orlando Science Center and NASA is well established through grade-level field trips and on-site family engagement evenings.

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

Goldsboro is a magnet school for science, technology, engineering and math. Ancillary curriculum that aligns with career and technical education includes Coding, Engineering Processes, Robotics Lab, Aviation and Flight, Lego Robotics Competitions, Math competitions, Science competitions and a STEM-based curriculum.

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## Every Student Succeeds Act

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The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

### **School has a subgroup scoring below 42% on the FPPI**

Yes

<b>1st Finding</b>	<b>2nd Finding</b>	<b>3rd Finding</b>
Students with disabilities	N/A	N/A

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## RAISE

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Florida Statute 1008.365, the Reading Achievement Initiative for Scholastic Excellence (RAISE) establishes criteria for identifying schools in need of increasing their focus on literacy support. The criteria includes schools with students in grades Kindergarten through five, where 50% or more of its student in any grade level score below a level 3 on the most recent statewide English Language Arts (ELA) assessment, including students in grades Kindergarten through 3 identified on the coordinated screening and progress monitoring system who are not on track to pass the statewide ELA assessment.

Schools identified as RAISE schools must implement Schoolwide Improvement Plans that include an area of focus to explicitly address strategies for improving reading.

### **School has been identified by the Florida Department of Education as a RAISE school**

No

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## Excellence and Equity Focus Area 1 - Quality Instruction

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Seminole County Public Schools will strive for excellence in all classrooms for all students.

- A. Lessons aligned to state academic standards with the goal of mastery by the end of the course
- B. Ongoing feedback loops between leadership, teachers, students, and families
- C. Teachers and leaders working in collaborative PLCs addressing the four PLC questions:
  1. What do we want all students to know and be able to do?
  2. How we will know if they learn it?
  3. How will we respond when some students do not learn?
  4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS [Strategic Plan](#): B1.1 and B2.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

*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.*

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**Action Plan(s) for:**

*Lessons aligned to state academic standards with the goal of mastery by the end of the course*

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**Strategy**

Teachers will collaborate to develop and implement engaging instructional delivery tools and strategies.

**What evidence will there be to reflect monitoring for this strategy?**

iReady Diagnostics, DRA Scores, Unit Assessments

**When will this action take place? (Frequency of action?)**

Weekly

**How will this action/strategy be monitored?**

Admin/PLC Facilitators will monitor lessons for implementation of instructional strategies. Specific monitoring of data for ESE students.

**Person(s) Responsible**

Principal, Assistant Principal, Literacy Coach, Math Coach

**Deliverable Due Date**

May 25, 2023

**Professional Development**

Yes

**Strategy/Action Item**

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Specific Monitoring of Low 30% with students paired with leadership team to monitor progress frequently.

**What evidence will there be to reflect monitoring for this strategy?**

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Data tracking spreadsheet utilizing Google Docs to include iReady Reading and Math, Writing Samples, and Unit Tests.

**How will this action/strategy be monitored?**

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Monitor our ESE student's mastery of the standards and remediate when necessary.

**Deliverable Due Date**

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May 25, 2023

**Person(s) Responsible**

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Instructional Coaches/Principal/Asst. Principal

**Professional Development**

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Y

**Strategy/Action Item**

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One to One Teacher Data Meetings with Administration

**What evidence will there be to reflect monitoring for this strategy?**

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Notes, Conferences, Data Tracking Sheet

**How will this action/strategy be monitored? (ESSA subgroups and/or RAISE monitoring)**

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Specifically focus on growth of ESE students

**Deliverable Due Date**

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May 25, 2023

**Person(s) Responsible**

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Principal and Assistant Principal

**Professional Development**

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Y

**Strategy/Action Item**

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Weekly Teacher PLC Meetings

**What evidence will there be to reflect monitoring for this strategy?**

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Data Tracking Sheets, Learning Gains Data Wall, Lesson Planning Conference Notes

**How will this action/strategy be monitored? (ESSA subgroups and/or RAISE monitoring)**

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Providing teachers extended school time to meet in PLCs for planning and data analysis to include the ESE support facilitators.

**Deliverable Due Date**

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May 25, 2023

**Person(s) Responsible**

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Principal, Assistant Principal, Instructional Coaches

**PD (Y/N)**

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Y



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**Action Plan(s) for:**

*Ongoing feedback loops between leadership, teachers, students, and families*

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**Strategy/Action Item**

Build relationships and school support

**What evidence will there be to reflect monitoring for this strategy?**

Parent and Teacher feedback

**When will this action take place? (Frequency of action?)**

ongoing

**How will this action/strategy be monitored? (ESSA subgroups)**

School community building and support structures

**Person(s) Responsible**

Principal

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

**Strategy/Action Item**

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Individualized Data Notebooks

**What evidence will there be to reflect monitoring for this strategy?**

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Data Sharing Days, Student Led Conferences, Interactive Journals for Math, Science, and Writing.

**When will this action take place? (Frequency of action?)**

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Baseline, Progress Report, Weekly, Monthly, Quarterly

**How will this action/strategy be monitored? (ESSA subgroups)**

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Coaches and Admin will conference with students during walkthroughs.

**Person(s) Responsible**

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Teacher/Student/Instructional Coach

**Deliverable Due Date**

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May 25, 2023

**PD (Y/N)**

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Y

**Strategy/Action Item**

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Student-Led Conferences

**What evidence will there be to reflect monitoring for this strategy?**

---

Coaches/Admin to conference with students for the desired effect.

**When will this action take place? (Frequency of action?)**

---

Baseline then quarterly

**How will this action/strategy be monitored? (ESSA subgroups)**

---

Conferencing with students to ensure understanding of their progress

**Person(s) Responsible**

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Student/Teachers/Coaches/Principal/Asst. Principal

**Deliverable Due Date**

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May 25, 2023

**PD (Y/N)**

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Y

**Strategy/Action Item**

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Check-ins from assigned leadership team members to students and teachers

**What evidence will there be to reflect monitoring for this strategy?**

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Students Work Samples, Progress Monitoring

**When will this action take place? (Frequency of action?)**

---

Monthly

**How will this action/strategy be monitored? (ESSA subgroups)**

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Leadership Team PLCs, MTSS

**Person(s) Responsible**

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Coaches/Admin

**Deliverable Due Date**

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May 26, 2023

**PD (Y/N)**

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Y

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**Action Plan(s) for:**

*Teachers and leaders working in collaborative Professional Learning Communities*

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**Strategy/Action Item**

Sharing effective instructional practices and data analysis on a variety of student learning measures.

**What evidence will there be to reflect monitoring for this strategy?**

Meeting Notes, Lesson Plans

**When will this action take place? (Frequency of action?)**

Bi Weekly

**How will this action/strategy be monitored? (ESSA subgroups)**

Grade level Action Plans and Goals

**Person(s) Responsible**

Teachers/Coaches/Principal/Asst. Principal

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

**Strategy/Action Item**

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Plan for more differentiation within the core instruction

**What evidence will there be to reflect monitoring for this strategy?**

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Lesson Plans, Student growth on Progress Monitoring Assessments

**When will this action take place? (Frequency of action?)**

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Bi Weekly

**How will this action/strategy be monitored? (ESSA subgroups)**

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Walk throughs by Coaches and Principal/Asst. Principal

**Person(s) Responsible**

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Teachers/Coaches/Principal/Asst. Principal

**Deliverable Due Date**

---

May 25, 2023

**PD (Y/N)**

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Y

**Strategy/Action Item**

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Ensure that instruction cultivates curiosity and incorporates communication, collaboration, critical thinking, and opportunities for students to create and explore.

**What evidence will there be to reflect monitoring for this strategy?**

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Lesson plans and grade level team discussions

**When will this action take place? (Frequency of action?)**

---

Ongoing

**How will this action/strategy be monitored? (ESSA subgroups)**

---

Walk throughs, student learning outcomes

**Person(s) Responsible**

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Teachers, Coaches, Principal, Asst. Principal

**Deliverable Due Date**

---

May 25, 2023

**PD (Y/N)**

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Y

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**Professional Development Plan for:**  
*Excellence and Equity Focus Area 1 - Quality Instruction*

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**PD Activity**

Instructional Rounds

**How Will PD Activity Improve Instruction and Use of Assessment Data?**

Focuses on patterns of practice as a way to objectively describe and improve teaching and learning.

**PD Participants (e.g. PLC, subject, grade level, or school-wide)**

PLC Grade Level/Subject

**Position(s) Responsible**

Instructional Coaches/Principal/Asst. Principal

**Date or Schedule**

Quarterly



## **PD Activity**

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Examine content focus and alignment of assessments with new BEST standards.

## **How Will PD Activity Improve Instruction and Use of Assessment Data?**

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Teachers will be able to plan and implement differentiated instruction aligned with new BEST standards.

## **PD Participants (e.g. PLC, subject, grade level, or school-wide)**

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school-wide and PLC

## **Position(s) Responsible**

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Instructional Coaches/Principal/Asst. Principal

## **Date or Schedule**

---

Quarterly

**PD Activity**

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STEM Problem Solving and Argument-Based Inquiry in Science

**How Will PD Activity Improve Instruction and Use of Assessment Data?**

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Analysis of instructional practices in relation to student outcomes through formative assessments in Science

**PD Participants (e.g. PLC, subject, grade level, or school-wide)**

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PLC

**Position(s) Responsible**

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Stem Resource Teachers/Principal/Asst. Principal

**Date or Schedule**

---

Quarterly

## **PD Activity**

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Meeting Students' Needs with Differentiated Instruction

### **How Will PD Activity Improve Instruction and Use of Assessment Data?**

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By learning how to differentiate content, plan assignments, and effectively differentiate instruction using student data.

### **PD Participants (e.g. PLC, subject, grade level, or school-wide)**

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school-wide

### **Position(s) Responsible**

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Instructional Coaches/Principal/Asst. Principal

### **Date or Schedule**

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November 2022

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## Excellence and Equity Focus Area 2 – Conditions for Learning

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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. Focus on campus safety
- B. Development of a culture where student voice and belonging is valued
- C. Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.1.1, D.1, D.2 and D.3

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**Action Plan(s) for:**  
*Focusing on campus safety*

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**Strategy/Action Item**

Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**What evidence will there be to reflect monitoring for this strategy?**

Safety and School Culture

**When will this action take place? (Frequency of action?)**

ongoing

**How will this action/strategy be monitored? (ESSA subgroups)**

schoolwide walk throughs, meeting discussions

**Person(s) Responsible**

Principal/Assistant Principal and SRO

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

**Strategy/Action Item**

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Promote Kindness and Bullying Prevention

**What evidence will there be to reflect monitoring for this strategy?**

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Students ready to learn, decrease in bullying referrals

**When will this action take place? (Frequency of action?)**

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Weekly during class meetings

**How will this action/strategy be monitored? (ESSA subgroups)**

---

Walkthroughs, referral data

**Person(s) Responsible**

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Instructional Coaches/Principal/Asst. Principal, School Counselor, Teachers

**Deliverable Due Date**

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May 25, 2023

**PD (Y/N)**

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Y

**Strategy/Action Item**

Participation in safety and security discussions and drills with staff, students, parents, and volunteers.

**What evidence will there be to reflect monitoring for this strategy?**

Overall supportive environment

**When will this action take place? (Frequency of action?)**

ongoing

**How will this action/strategy be monitored? (ESSA subgroups)**

Procedures implemented

**Person(s) Responsible**

Principal/Assistant Principal

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

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**Action Plan(s) for:**

*Developing a culture where student voice and belonging is valued*

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**Strategy/Action Item**

Promote unity within the school, emphasizing multicultural perspectives from staff and students by building relationships.

**What evidence will there be to reflect monitoring for this strategy?**

Attendance at school functions and events

**When will this action take place? (Frequency of action?)**

Daily

**How will this action/strategy be monitored? (ESSA subgroups)**

Overall school positivity

**Person(s) Responsible**

Principal/School Counselor/Teachers

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y



**Strategy/Action Item**

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Supportive staff and student body

**What evidence will there be to reflect monitoring for this strategy?**

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Greater transparency on how information that is contributed is utilized.

**When will this action take place? (Frequency of action?)**

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Ongoing

**How will this action/strategy be monitored? (ESSA subgroups)**

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Feedback, surveys, comments

**Person(s) Responsible**

---

Principal

**Deliverable Due Date**

---

May 25, 2023

**PD (Y/N)**

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Y

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**Action Plan(s) for:**

*Sharing collective responsibility for the success of all students in the school*

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**Strategy/Action Item**

Together We Succeed means that all members of our school community are responsible for our students' success.

**What evidence will there be to reflect monitoring for this strategy?**

Working collaboratively in PLCs and sharing the workload to accomplish the group's goals.

**When will this action take place? (Frequency of action?)**

PLC meetings twice a week with discussions centered on student learning.

**How will this action/strategy be monitored? (ESSA subgroups)**

Meeting Notes, PLC structures

**Person(s) Responsible**

Principal/Assistant Principal/Coaches/Teachers

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

**Strategy/Action Item**

Effective communication with all stakeholders throughout the school year.

**What evidence will there be to reflect monitoring for this strategy?**

Designing tools and ways to get quick feedback from parents.

**When will this action take place? (Frequency of action?)**

Newsletters, Emails, School Events

**How will this action/strategy be monitored? (ESSA subgroups)**

School Climate Survey

**Person(s) Responsible**

Principal/Leadership Team

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

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**Professional Development Plan for:**  
*Excellence and Equity Focus Area 2 - Conditions for Learning*

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**PD Activity**

Restorative Practices

**How Will PD Activity Improve Instruction and Use of Assessment Data?**

At least weekly, teachers will review and re-teach expectations and rules. Expectations to be reviewed based on current data and discussed during routine class meetings.

**PD Participants (e.g. PLC, subject, grade level, or school-wide)**

School-wide

**Position(s) Responsible**

Behavior Interventionist, Teachers and Staff

**Date or Schedule**

January 4, 2023

## **PD Activity**

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PBS Initiatives and Support

## **How Will PD Activity Improve Instruction and Use of Assessment Data?**

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Conditions for Learning to support a positive learning environment

## **PD Participants (e.g. PLC, subject, grade level, or school-wide)**

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school-wide

## **Position(s) Responsible**

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Assistant Principal/Behavior Interventionist

## **Date or Schedule**

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August, 2022

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## Excellence and Equity Focus Area 3 – Skills for Future Ready Graduates

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Seminole County Public Schools will prepare each student for success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Develop and implement age-appropriate opportunities for the application of the *Skills for Future Ready Graduates*, particularly through engagement in computer science, career enrichment, and physics.
- B. Provide advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.2.7, System Initiative C and D.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

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### **Action Plan(s) for:**

Developing and implementing age-appropriate opportunities for the application of the *Skills for Future Ready Graduates* particularly through engagement in computer science, career enrichment, and physics.

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#### **Strategy/Action Item**

Science, Technology, Engineering, Math (STEM)

#### **What evidence will there be to reflect monitoring for this strategy?**

Exploration and school events centered on real-world experiences.

#### **When will this action take place? (Frequency of action?)**

ongoing

#### **How will this action/strategy be monitored? (ESSA subgroups)**

Providing unique experiences for all students to explore as concepts and subjects are interwoven seamlessly.

#### **Person(s) Responsible**

Principal/Assistant Principal/STEM Teachers/Classroom Teachers

#### **Deliverable Due Date**

May 25, 2023

#### **PD (Y/N)**

Y

**Strategy/Action Item**

Ensure all students have access to join before and after school clubs

**What evidence will there be to reflect monitoring for this strategy?**

Enrollment in a variety of clubs and competition teams.

**When will this action take place? (Frequency of action?)**

ongoing

**How will this action/strategy be monitored? (ESSA subgroups)**

Enrollment in clubs, school attendance data

**Person(s) Responsible**

Principal/Teachers

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y



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**Action Plan(s) for:**

*Providing advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.*

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**Strategy/Action Item**

Identify Advanced Opportunity students and monitor progress.

**What evidence will there be to reflect monitoring for this strategy?**

Gifted Enrollment, Advanced Math Enrollment, Math Club, Science Club, Robotics Club

**When will this action take place? (Frequency of action?)**

Quarterly

**How will this action/strategy be monitored? (ESSA subgroups)**

Monitoring Student Data

**Person(s) Responsible**

Gifted Teacher/School Counselor

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

**Strategy/Action Item**

Digital Tools Certification for 5th Grade eligible students

**What evidence will there be to reflect monitoring for this strategy?**

5th-grade students passing the Digital Tools Certification Exam

**When will this action take place? (Frequency of action?)**

April and May 2023

**How will this action/strategy be monitored? (ESSA subgroups)**

Reports on student pass rate on certification exam.

**Person(s) Responsible**

Principal/Stem Lab Teacher

**Deliverable Due Date**

May 25, 2023

**PD (Y/N)**

Y

**Professional Development Plan for:**  
*Excellence and Equity Focus Area 3 - Skills for Future Ready Graduates*

**PD Activity 1**

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STEM Teaching and Learning

**How Will PD Activity Improve Instruction and Use of Assessment Data?**

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Classroom teachers to participate in hands-on learning activities related to STEM.

**PD Participants (e.g. PLC, subject, grade level, or school-wide)**

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School-wide

**Position(s) Responsible**

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Stem Lab Teachers

**Date or Schedule**

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August, 2022

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## Best Practices for Inclusive Education (BPIE)

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- 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*

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The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost
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School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.	Partially Almost
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School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Beginning
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**Action Plan(s)**

**Indicator 1**

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.

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**Strategy**

Strategies for effective inclusion are provided and modeled in the classroom setting.

**When will this action take place?**

Weekly

**What evidence will there be to reflect monitoring for this strategy?**

Walkthroughs, Data Tracking, PLC discussions

**Person(s) Responsible**

Instructional Coach ESE Teachers

**Deliverable Due Date**

May 25, 2023

**Professional Development**

Y

## **Strategy**

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Data chats are conducted with students to create strong accountability and high expectations.

### **When will this action take place?**

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Monthly

### **What evidence will there be to reflect monitoring for this strategy?**

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Walk throughs, PLCs

### **Person(s) Responsible**

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Teachers/Coaches/Administration

### **Deliverable Due Date**

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May 25, 2023

### **Professional Development**

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N

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**Action Plan(s)**

**Indicator 2**

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School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.

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**Strategy**

Administrators clearly and consistently articulate the following expectations for all school personnel during faculty meetings, School Advisory Committee meetings, PLCs, staff newsletters, etc.:

**When will this action take place?**

Daily

**What evidence will there be to reflect monitoring for this strategy?**

PLCs, Newsletters, Discussions

**Person(s) Responsible**

Principal/Asst. Principal

**Deliverable Due Date**

May 25, 2023

**Professional Development**

N

## Strategy

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Creating a climate of shared responsibility for all students

### When will this action take place?

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Daily

### What evidence will there be to reflect monitoring for this strategy?

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5 Essentials Survey, PLCs

### Person(s) Responsible

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Principal/Asst. Principal

### Deliverable Due Date

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May 25, 2023

### Professional Development

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Y



## **Strategy**

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Administrators provide strategies to eliminate the use of disability-related labels in all written, electronic and verbal communication.

### **When will this action take place?**

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Monthly

### **What evidence will there be to reflect monitoring for this strategy?**

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Correspondence, PLCs

### **Person(s) Responsible**

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Principal/Asst. Principal

### **Deliverable Due Date**

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May 25, 2023

### **Professional Development**

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N

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**Action Plan(s)**

**Indicator 3**

School leaders provide job-embedded professional development for all school based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

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**Strategy**

School administrators provide, train, and monitor the use of resources (assisted technologies, supplemental materials, etc.) across all school teams.

**When will this action take place?**

Quarterly

**What evidence will there be to reflect monitoring for this strategy?**

Walk throughs, PLCs

**Person(s) Responsible**

Principal/Asst. Principal

**Deliverable Due Date**

May 25, 2023

**Professional Development**

Y

## **Strategy**

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Administrators obtain input from IEP teams to identify specific PD needed to support individual students

## **When will this action take place?**

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Quarterly

## **What evidence will there be to reflect monitoring for this strategy?**

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Walk throughs, PLCs, MTSS, SST

## **Person(s) Responsible**

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Instructional Coaches/Principal/Asst. Principal/School Counselor

## **Deliverable Due Date**

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May 25, 2023

## **Professional Development**

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Y