Idyllwilde Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Idyllwilde Elementary School

430 VIHLEN RD, Sanford, FL 32771

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0521

Demographics

Principal: Lenore Logsdon

Start Date for this Principal: 7/31/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (48%) 2016-17: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We Believe..... All children have genius. All children are in charge of their learning. All children can take action to create to change. All children will contribute to their community. We believe in developing global leaders.

Provide the school's vision statement.

Idyllwilde will close the achievement gap by preparing all students for college/career readiness and success in a global society. * Idyllwilde will support the SCPS vision that every student will graduate from high school prepared for college/career and become a responsible citizen in the United States of America. * All students are expected to perform their best academically and socially. * There will be equitable facilities and opportunities for all
students. * The school's faculty/staff will be diverse, innovative, energetic, and dedicated to helping students achieve lifelong academic/social success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Logsdon, Lenore	Principal	Oversees total school program.
Erickson, Keith	Assistant Principal	Assists principal in overseeing total school program including the magnet program.
Neff, Samantha	Instructional Coach	PLCs, curriculum implementation, coaching
Sless, Emily	Instructional Coach	PLCs, curriculum implementation, coaching.
Biggs, Julie	Instructional Coach	Magnet Coordinator, curriculum support.
Orantes, Christina	Other	Assists principal in overseeing total school program.
Bennett, Chuck	Assistant Principal	Assists principal in overseeing total school program.
Tillman-Sparrow, Hope	Behavior Specialist	Teacher support, preventative discipline strategies and in class behavioral support for students.
Wright, Stephanie	School Counselor	Student support, counseling groups, Student Study
Adamowicz, Robert	Dean	Discipline, Restorative Circles, PBIS, Threat Assessments, Bullying

Demographic Information

Principal start date
Monday 7/31/2017, Lenore Logsdon

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
62

Total number of students enrolled at the school
767

Identify the number of instructional staff who left the school during the 2020-21 school year.
12

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	121	139	127	129	112	131	0	0	0	0	0	0	0	759
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA	3	8	5	9	1	9	0	0	0	0	0	0	0	35
Course failure in Math	1	7	8	4	1	9	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	16	48	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	22	64	0	0	0	0	0	0	0	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	17	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	28	18	22	17	24	0	0	0	0	0	0	0	116
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 8/27/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	146	114	120	132	127	0	0	0	0	0	0	0	736
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	6	4	2	8	0	0	0	0	0	0	0	0	26
Course failure in Math	6	8	6	4	4	6	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	19	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	24	0	0	0	0	0	0	0	36
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	14	13	18	29	26	0	0	0	0	0	0	0	109
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	146	114	120	132	127	0	0	0	0	0	0	0	736
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	6	4	2	8	0	0	0	0	0	0	0	0	26
Course failure in Math	6	8	6	4	4	6	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	19	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	24	0	0	0	0	0	0	0	36
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	14	13	18	29	26	0	0	0	0	0	0	0	109
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	67%	57%	47%	63%	56%
ELA Learning Gains				56%	61%	58%	56%	58%	55%
ELA Lowest 25th Percentile				53%	51%	53%	50%	47%	48%
Math Achievement				48%	70%	63%	46%	68%	62%
Math Learning Gains				54%	66%	62%	50%	62%	59%
Math Lowest 25th Percentile				53%	50%	51%	43%	46%	47%
Science Achievement				45%	62%	53%	42%	66%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	67%	-24%	58%	-15%
Cohort Comparison						
04	2021					
	2019	43%	65%	-22%	58%	-15%
Cohort Comparison		-43%				
05	2021					
	2019	54%	64%	-10%	56%	-2%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	71%	-30%	62%	-21%
Cohort Comparison						
04	2021					
	2019	50%	72%	-22%	64%	-14%
Cohort Comparison		-41%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	62%	-19%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Assessments were utilized to progress monitor*:
• ELA – Grades 1-5
• Mathematics – Grades 1-5
In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.
*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/24%	51/37%	74/52%
	Economically Disadvantaged	14/15%	33/31%	50/46%
	Students With Disabilities	0	0	4/7%
	English Language Learners	1	1	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30/24%	47/35%	67/48%
	Economically Disadvantaged	18/19%	30/28%	42/39%
	Students With Disabilities	0	1/7%	1/7%
	English Language Learners	2	2	4

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/28%	37/36%	51/44%
	Economically Disadvantaged	23/27%	31/34%	41/42%
	Students With Disabilities	2/11%	3/16%	5/23%
	English Language Learners	2	2	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/18%	33/32%	48/41%
	Economically Disadvantaged	16/19%	31/34%	42/42%
	Students With Disabilities	2/11%	5/26%	7/32%
	English Language Learners	1	3	4

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/21%	26/24%	39/35%
	Economically Disadvantaged	11/14%	16/18%	24/28%
	Students With Disabilities	1/4%	1/4%	1/6%
	English Language Learners	1	1	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/23%	35/32%	60/55%
	Economically Disadvantaged	16/20%	25/28%	42/50%
	Students With Disabilities	2/8%	6/23%	6/33%
	English Language Learners	1	3	4

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/22%	34/28%	43/34%
	Economically Disadvantaged	17/18%	25/24%	31/29%
	Students With Disabilities	2/7%	2/6%	2/6%
	English Language Learners	2	2	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/19%	26/21%	41/32%
	Economically Disadvantaged	12/13%	15/14%	31/29%
	Students With Disabilities	1/3%	2/6%	4/13%
	English Language Learners	1	1	3

	Grade 5			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/27%	35/29%	56/45%
	Economically Disadvantaged	21/23%	28/27%	46/44%
	Students With Disabilities	1/3%	1/3%	4/13%
	English Language Learners	2	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29/26%	41/34%	57/46%
	Economically Disadvantaged	21/22%	30/29%	47/45%
	Students With Disabilities	1/3%	6/19%	7/22%
	English Language Learners	3	5	4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	24	27	16	21	22	10				
ELL	33	50		36	43		43				
BLK	30	31	19	16	7	11	11				
HSP	44	38		41	44		38				
MUL	55			33							
WHT	55	76		53	53		68				
FRL	36	37	25	28	24	14	30				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	41	48	16	52	55	12				
ELL	39	46	64	58	63		30				
ASN	80			70							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	36	53	49	34	49	54	29				
HSP	53	55		59	58		55				
MUL	57	58		38	33						
WHT	63	64		66	64		50				
FRL	46	55	54	45	53	55	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	47	57	21	34	29	7				
ELL	54	55		51	52		33				
ASN	71			69							
BLK	28	46	47	29	40	43	26				
HSP	63	65	56	54	57	46	48				
MUL	43	67		43	50						
WHT	61	60		70	57		64				
FRL	43	56	49	44	49	44	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

What strategies will need to be implemented in order to accelerate learning?

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Lenore Logsdon (lenore_logsdon@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
Low 30% Monitoring
High Level 1 and High Level 2 Monitoring
Low Level 3 Acceleration
Collaborative Data Driven PLCs
Tutoring
See SCPS School Improvement Plan for additional details

Person Responsible	Lenore Logsdon (lenore_logsdon@scps.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Improving Reading/ELA instruction for all students. FSA achievement data reflects that less than 50% of students scored a level 3 or above on the 2021 FSA.
Measurable Outcome:	The measurable outcome will be an increase in the percentage of students scoring level 3 or above on the spring 2022 FSA.
Monitoring:	This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA and iReady outcomes.
Person responsible for monitoring outcome:	Lenore Logsdon (lenore_logsdon@scps.k12.fl.us)
Evidence-based Strategy:	Research reflects a 0.47 effect size for small group learning.
Rationale for Evidence-based Strategy:	By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

Action Steps to Implement

Developing highly collaborative PLCs strategically focused on the use of formative assessment data.
Utilizing results of DRA and iReady diagnostics to design reading acceleration support for students.
Utilizing SCPS Early Warning/MTSS systems to support interventions.
Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.
Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.
Utilizing additional research-based intervention curriculum for tier 2 and 3 students.
See Seminole County Public Schools' School Improvement Plan for additional details.

Person Responsible	Lenore Logsdon (lenore_logsdon@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We will provide SEL lessons, Restorative Practices, group and individual counseling. In addition we will have a full time mental health counselor, social worker, Dean, and Behavior Support.

Part IV: Positive Culture & Environment

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 to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Students at Idyllwilde are able to earn "Leadership Loot" by exemplifying the 7 Habits of Highly Effective People. Twice a quarter, the students are able to cash in their loot and choose a special activity to participate in. Students can earn Positive Behavior Referrals and visit the office for a special recognition. Students can earn brag tags for academics, social emotional, and special events. Each week a student is chosen from each classroom as Leader of the Week. They are recognized with a certificate, brag tag, and picture on the news. Each week a staff member is recognized as Leader of the Week and is awarded a certificate and a parking spot as well a brag tag. They are also given a spotlight on our school social media networks.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers communicate weekly if not daily with families. Parents are always welcomed and encouraged to come to the school. We offer tours and informational sessions to prospective families. Our front office staff exudes a warm, welcome to every family that walks through the front door.