

Seminole County Public Schools

Winter Springs Elementary School



2016-17 Schoolwide Improvement Plan

Winter Springs Elementary School

701 W STATE ROAD 434, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0391>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	C*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Winter Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Winter Springs Elementary, in partnership with our families and community, provides a positive learning environment where students acquire the knowledge, skills, and attitudes to be productive citizens and lifelong learners in our global economy.

b. Provide the school's vision statement.

The vision of Winter Springs Elementary School is to create a dynamic learning environment that involves our students in rigorous curriculum and interactive technology, resulting in our students being prepared for 21st century globally competitive work.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Winter Spring's motto is "Welcome to Our World of Learning... Better Together, Full STEAM Ahead!" The front entrance to the school is a rotunda displaying 15 flags representing the countries where our students were born. Teachers conduct a variety of "Get to Know You" activities with their students, ranging from "All About Me" interviews and self-portraits, to autobiography bags with representative items. As new students arrive teachers build class rapport and acquaint students with WSES traditions and friendly culture.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

WSES staff and students are Respectful, Responsible and Ready to Learn. These three expectations are communicated from the first day of school and reinforced on a daily basis to build a safe learning environment. When staff members recognize a student exhibiting exemplary respectfulness, students receive a Golden Ticket that may be exchanged for school store items.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school Positive Behavior System is led by a group of dedicated teachers who are committed to clear behavioral expectations. They meet to discuss procedures and train all staff members in minimizing distractions to keep students engaged during instructional time. Common areas such as the cafeteria, hallways and playground also have specific expectations for Respectful, Responsible and Ready to Learn student behaviors. CHAMPS training provided a proactive and positive approach to classroom management. Posters in each classroom visually identify Conversation (level), Help (method), Activity (objective), Movement (allowed) and Participation for Success. The staff and administration work together to ensure the system is fairly and consistently enforced.

d. 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.

Teachers, staff and Administration work closely with the Guidance Counselor, Behavior Resource, and teacher to provide support for the social-emotional needs of all students. Specifically, ESE and ESOL teachers monitor the special needs of their student groups and coordinate services. The Family Liaison teacher also seeks to arrange additional resources for our Free & Reduced Lunch students and those identified as Families in Need (FIN).

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315738>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Erwin, Tina	Principal
Rowley-Huss, Kristina	Administrative Support
Millen, Jane	Attendance/Social Work
Metzger-Starcher, Hannah	School Counselor
Mandell, Erin	Assistant Principal
Jones, Missy	Instructional Coach
Green, Ashley	Instructional Coach
Sharrer, Stephanie	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

It is the function of the Leadership Team, composed of administration, resource team members to meet regularly to allocate resources in direct proportion to student needs. It is the responsibility of Leadership members to actively participate in meetings using school-wide and grade-level data to identify trends and patterns regarding MTSS decisions and SIP progress.

2. 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.

Winter Springs Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Winter Springs Elementary School 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 is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rebecca Council	Parent
Tina Erwin	Principal
Danielle Marriaga	Teacher
Maria Leigh	Parent
Erika Queen	Teacher
Kristen Kirby	Teacher
Melissa Guevara	Parent
Karen Rosario	Parent
Katie Leone	Parent
Eldina Martinovic	Parent
Tresa Szurgot	Parent
Karen Morales	Education Support Employee
Kristan Rodriguez	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC met in September 2016 to evaluate last year's school improvement plan. Members reviewed school grade data including proficiency and learning gains.

b. Development of this school improvement plan

The SAC is an active participant in the development of our School Improvement Plan. During the meetings current student performance data is shared and discussed. SAC members have collaborative input while writing goals and identify action plan strategies.

c. Preparation of the school's annual budget and plan

SAC met in September 2016 to prepare the budget and plan for expenses to support school improvement goals. Members considered the 2016-17 goals to align with needed supplies, resources, curriculum planning and professional development.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC budget of \$1,180.86 will be used to provide substitutes for intervention grouping and team planning to align with the SCPS Instructional Plans and framework for pacing.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jones, Missy	Instructional Technology
Rowley-Huss, Kristina	Administrative Support
Mandell, Erin	Assistant Principal
Erwin, Tina	Principal
Metzger-Starcher, Hannah	School Counselor
Green, Ashley	Instructional Coach
Sharrer, Stephanie	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- 1) PLC support to form intervention groups
- 2) Facilitate Walk-to Intervention model
- 3) Provide small group instruction to lowest quartile learners
- 4) Data Analysis in MTSS meetings for adjustments

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

Winter Springs Elementary School uses a variety of strategies to encourage a positive working environment where teachers can collaborate and build positive relationships. Our motto is "Better Together" and that spirit is evident in staff meetings and PLC's as well as in everyday contacts. Teachers are encouraged to plan across grade levels to learn and provide feedback for effective instruction. Teachers collaborate and look at data while coming up with solutions that best meet the needs of students.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being a highly effective school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Winter Springs Elementary 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 new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Winter Springs Elementary School ensures every teacher contributes to the improvement of every student by:

- Holding meetings on a regular basis to make decisions about instruction in the school (MTSS). Student data is analyzed and compared to expectations found in the Florida Standards.
- Creating a walk-to intervention schedule that meets the needs of all level learners.
- Providing instruction aligned with the Florida State Standards for their grade level.
- Providing leveled resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering differentiated assessments which measure instructed standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Our After-School Tutorial Program for 3-5th graders provides remedial support for students identified in the lowest-quartile. A certified teacher in each grade level conducts small group instruction on targeted skills two days a week for one hour each day.

Strategy Rationale

The strategy is to focus on students in the lowest 30% and enhance their understanding of concepts in the areas of Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mandell, Erin, erin_mandell@scps.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students were identified through FSA cluster standards assessment data from the 2015-2016 school year. During after school tutorial, students were assigned specific extra lesson based lack on proficiency in specific standards. Lead tutorial teacher will print reports bi-monthly to monitor progress and make adjustments to student instruction.

Strategy: Extended School Day

Minutes added to school year:

Advanced Opportunities

Strategy Rationale

Students who have been identified as high performing will be able to participate in clubs such as, Primes Math in 4th and 5th grade, Chess, Robotics, SECME, News Crew, Student Council and Mathletes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jones, Missy, missy_jones@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Club attendance will be taken to monitor the participation of students identified to receive advanced opportunities. IReady Diagnostic 2 and 3, FSA, IOWA, and FSSA will assist in determining student learning gains.

Strategy: Weekend Program

Minutes added to school year:

Our Saturday School Tutorial Program for 3-5th graders provides remedial support for students identified in the lowest-quartile. A certified teacher in each grade level conducts small group instruction on targeted skills one day a week for two hours each Saturday.

Strategy Rationale

The strategy is to focus on students in the lowest 30% and enhance their understanding of concepts in the areas of Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mandell, Erin, erin_mandell@scps.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students were identified through FSA cluster standards assessment data from the 2015-2016 school year. During after school tutorial, students were assigned specific extra lesson based lack on proficiency in specific standards. Lead tutorial teacher will print reports bi-monthly to monitor progress and make adjustments to student instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Administrators and teachers at Winter Springs Elementary School will develop positive relationships with their students, parents, and colleagues to implement High Effect Size research-based best practices for standard based instruction. This includes effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA, Math, and Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Administrators and teachers at Winter Springs Elementary School will develop positive relationships with their students, parents, and colleagues to implement High Effect Size research-based best practices for standard based instruction. This includes effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA, Math, and Science. **1a**

 G086326

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	62.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
FSA Mathematics Achievement	65.0
Math Gains	62.0
Math Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	62.0
5Es Score: Collaborative Teachers	60.0

Targeted Barriers to Achieving the Goal **3**

- Awareness of increased rigor of the Florida State Standards and expectations for cognitive complexity levels related to Mathematical and Scientific concepts, and ELA Text-Based Writing Expectations.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Teachers on Assignment for PLC grade level meetings and Professional Development. ELA and Math
- ELA and Math Data from SCPS Progress Monitoring Assessments.
- P.D. Funding
- Go Math Resources
- Professional Development -Science with Dr. Rachel Hallett
- Tutorial after-school and Saturday Boost Camp.
- I-Ready Data
- SCPS PLN- Professional Learning Network with Dr. Kathy Orapollo
- Technology Integration through Blended Learning
- SMART Lab classes

Plan to Monitor Progress Toward G1. 8

Monitors for Student Achievement

Person Responsible

Erin Mandell

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion

Progress Monitoring for Student achievement will increase to 75% or higher on classroom tests, iReady Standards Mastery Benchmark Exams, and Common Trimester Assessments.

Plan to Monitor Progress Toward G1. 8

Best practices, High Effect Siize Instructional Strategies

Person Responsible

Tina Erwin

Schedule

Weekly, from 8/17/2016 to 5/25/2017

Evidence of Completion

Walk-throughs, Professional Development on Reciprocal Teaching, High Effect Size Strategies, Specific Feedback using the Winter Springs Elementary DOK Complexity Feedback chart.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Administrators and teachers at Winter Springs Elementary School will develop positive relationships with their students, parents, and colleagues to implement High Effect Size research-based best practices for standard based instruction. This includes effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA, Math, and Science. **1**

 G086326

G1.B1 Awareness of increased rigor of the Florida State Standards and expectations for cognitive complexity levels related to Mathematical and Scientific concepts, and ELA Text-Based Writing Expectations. **2**

 B229393

G1.B1.S1 Provide parental support through multiple after school opportunities. (Science nights, Curriculum Events, Parent-Teacher conferences). **4**

 S241953

Strategy Rationale

Building relationships with parents and students will positively impact student achievement in grades K-5.

Action Step 1 **5**

Parental Support - Winter Springs Curriculum Events

Person Responsible

Tina Erwin

Schedule

Annually, from 10/13/2016 to 5/25/2017

Evidence of Completion

Parent Exit Tickets and or surveys to determine parent involvement needs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor for scheduling, attendance, and planning of extracurricular nights for parents.

Person Responsible

Kristina Rowley-Huss

Schedule

Annually, from 10/13/2016 to 5/25/2017

Evidence of Completion

Scheduled events on the calender

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor for effectiveness of Math/Science/ELA programs for parents.

Person Responsible

Erin Mandell

Schedule

Annually, from 10/13/2016 to 5/25/2017

Evidence of Completion

Math/Science/ELA- night for Parents, Parent FSA Informational nights, Exit Slips and/or Survey Monkey with feedback from parents regarding the nights events.

G1.B1.S2 Professional Development for teachers to build capacity and understanding of iReady data to support differentiated instruction. 4

 S241954

Strategy Rationale

This will result in an increase from 42% to 62% or higher in FSA ELA learning gains in grades 4-5 and 56% to 62% or higher in learning gains in FSA Math in grades 4-5.

Action Step 1 5

Professional Development in Math & ELA Writing - Best Practices

Person Responsible

Stephanie Sharrer

Schedule

Weekly, from 8/17/2016 to 5/25/2017

Evidence of Completion

iReady Growth Monitoring Reports, PD Reflection Logs, PLC Agendas, and Teacher Data Binder Class Score Card

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC meetings and Data Days to review student progress monitor achievement levels

Person Responsible

Ashley Green

Schedule

Monthly, from 8/17/2016 to 5/25/2017

Evidence of Completion

Teachers will be reviewing iReady student data for differentiation of instruction during intervention, classroom instruction, and after school tutorial. Teachers, Resource Team and Administration will monitor student learning gains illustrated on Data Wall.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor for Parent/Teacher communication on student progress and data analysis.

Person Responsible

Tina Erwin

Schedule

Monthly, from 8/17/2016 to 5/25/2017

Evidence of Completion

Conference forms, Student progress monitor data, iReady learning gains (growth monitoring), CTA, Unit Assessments, PLC Data Collection

G1.B1.S3 Tracking student achievement of our Lowest 30% in grades 4-5. 4

 S241955

Strategy Rationale

This is will result in an increase of the Lowest 30% in grades 4-5 from 25% to 62% or higher in FSA ELA learning gains and 42% to 62% or higher in learning gains in grades 4-5 in FSA Math.

Action Step 1 5

Identify the Lowest 30% in Fast ForWord Computer program

Person Responsible

Erin Mandell

Schedule

Weekly, from 9/6/2016 to 5/25/2017

Evidence of Completion

Fast ForWord Reading Gains, Implementation Success Trend, Averages by Student Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Students in the Lowest 30% will be selected for After School Tutorial and Differentiated Intervention Groups through the use of iReady.

Person Responsible

Ashley Green

Schedule

On 5/25/2017

Evidence of Completion

Students will be monitored in iReady using progress monitoring reports, and data collected from WINN Intervention groups. Adjustments will be made according to data from these sources and teacher input.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data Day regrouping, iReady Reports, CTA, and Unit assessments.

Person Responsible

Ashley Green

Schedule

Weekly, from 10/10/2016 to 5/25/2017

Evidence of Completion


Evidence of monitoring will be the use of iReady Instructional Usage Reports, Instructional Grouping Reports and Individual Student Reports. Also, utilizing EdInsight Lowest 30% spreadsheet and monitoring student progress through MTSS Tier meetings and WINN Intervention data into EdInsight. This evidence will be reflected during Data Days when regrouping students for WINN Intervention groups. SCPS CTA and Unit assessments will be tracked by standard for mastery and reflected in teacher reading and math block rotations as well as extra lessons assigned to students in iReady

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M323000	Monitors for Student Achievement	Mandell, Erin	9/26/2016	Progress Monitoring for Student achievement will increase to 75% or higher on classroom tests, iReady Standards Mastery Benchmark Exams, and Common Trimester Assessments.	5/25/2017 monthly
G1.MA2 M323001	Best practices, High Effect Siize Instructional Strategies	Erwin, Tina	8/17/2016	Walk-throughs, Professional Development on Reciprocal Teaching, High Effect Size Strategies, Specific Feedback using the Winter Springs Elementary DOK Complexity Feedback chart.	5/25/2017 weekly
G1.B1.S1.MA1 M322994	Monitor for effectiveness of Math/ Science/ELA programs for parents.	Mandell, Erin	10/13/2016	Math/Science/ELA- night for Parents, Parent FSA Informational nights, Exit Slips and/or Survey Monkey with feedback from parents regarding the nights events.	5/25/2017 annually
G1.B1.S1.MA1 M322995	Monitor for scheduling, attendance, and planning of extracurricular nights for parents.	Rowley-Huss, Kristina	10/13/2016	Scheduled events on the calender	5/25/2017 annually
G1.B1.S1.A1 A313192	Parental Support - Winter Springs Curriculum Events	Erwin, Tina	10/13/2016	Parent Exit Tickets and or surveys to determine parent involvement needs.	5/25/2017 annually
G1.B1.S2.MA1 M322996	Monitor for Parent/Teacher communication on student progress and data analysis.	Erwin, Tina	8/17/2016	Conference forms, Student progress monitor data, iReady learning gains (growth monitoring), CTA, Unit Assessments, PLC Data Collection	5/25/2017 monthly
G1.B1.S2.MA1 M322997	PLC meetings and Data Days to review student progress monitor achievement levels	Green, Ashley	8/17/2016	Teachers will be reviewing iReady student data for differentiation of instruction during intervention, classroom instruction, and after school tutorial. Teachers, Resource Team and Administration will monitor student learning gains illustrated on Data Wall.	5/25/2017 monthly
G1.B1.S2.A1 A313193	Professional Development in Math & ELA Writing - Best Practices	Sharrer, Stephanie	8/17/2016	iReady Growth Monitoring Reports, PD Reflection Logs, PLC Agendas, and Teacher Data Binder Class Score Card	5/25/2017 weekly
G1.B1.S3.MA1 M322998	Data Day regrouping, iReady Reports, CTA, and Unit assessments.	Green, Ashley	10/10/2016	Evidence of monitoring will be the use of iReady Instructional Usage Reports, Instructional Grouping Reports and Individual Student Reports. Also, utilizing EdInsight Lowest 30% spreadsheet and monitoring student progress though MTSS Tier meetings and WINN Intervention data into EdInsight. This evidence will be reflected during Data Days when regrouping students for WINN Intervention groups. SCPS CTA and Unit assessments will be tracked by standard for mastery and reflected in teacher reading and math block rotations as well as extra lessons assigned to students in iReady	5/25/2017 weekly
G1.B1.S3.MA1 M322999	Students in the Lowest 30% will be selected for After School Tutorial and Differentiated...	Green, Ashley	10/10/2016	Students will be monitored in iReady using progress monitoring reports, and data collected from WINN Intervention groups. Adjustments will be made according to data from these sources and teacher input.	5/25/2017 one-time

Seminole - 0391 - Winter Springs Elementary Schl - 2016-17 SIP

Winter Springs Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1  A313194	Identify the Lowest 30% in Fast ForWord Computer program	Mandell, Erin	9/6/2016	Fast ForWord Reading Gains, Implementation Success Trend, Averages by Student Reports	5/25/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Administrators and teachers at Winter Springs Elementary School will develop positive relationships with their students, parents, and colleagues to implement High Effect Size research-based best practices for standard based instruction. This includes effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA, Math, and Science.

G1.B1 Awareness of increased rigor of the Florida State Standards and expectations for cognitive complexity levels related to Mathematical and Scientific concepts, and ELA Text-Based Writing Expectations.

G1.B1.S1 Provide parental support through multiple after school opportunities. (Science nights, Curriculum Events, Parent-Teacher conferences).

PD Opportunity 1

Parental Support - Winter Springs Curriculum Events

Facilitator

Stephanie Sharrer, Ashley Green, Missy Jones, Erin Mandell

Participants

Teachers, Students and Parents

Schedule

Annually, from 10/13/2016 to 5/25/2017

G1.B1.S2 Professional Development for teachers to build capacity and understanding of iReady data to support differentiated instruction.

PD Opportunity 1

Professional Development in Math & ELA Writing - Best Practices

Facilitator

Stephanie Sharrer and Ashley Green

Participants

Teachers

Schedule

Weekly, from 8/17/2016 to 5/25/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Parental Support - Winter Springs Curriculum Events					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			District-Wide	Other		\$0.00	
			Notes: PTA Math Night for Parents				
2	G1.B1.S2.A1	Professional Development in Math & ELA Writing - Best Practices					\$5,172.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0391 - Winter Springs Elementary Schl	Other		\$3,992.00	
			0391 - Winter Springs Elementary Schl	School Improvement Funds		\$1,180.00	
			Notes: Substitutes for Curriculum Planning				
3	G1.B1.S3.A1	Identify the Lowest 30% in Fast ForWord Computer program					\$0.00
Total:						\$5,172.00	