



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Winter Springs Elementary School**

701 W STATE ROAD 434

Winter Springs, FL 32708

407-320-0650

[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0391](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0391)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 78%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 48%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>13</b>
<b>Goals Summary</b>	<b>17</b>
<b>Goals Detail</b>	<b>17</b>
<b>Action Plan for Improvement</b>	<b>20</b>
<b>Part III: Coordination and Integration</b>	<b>31</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>32</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>36</b>

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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 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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Winter Springs Elementary Schl

##### Principal

Tina Erwin

##### School Advisory Council chair

Jack Bradshaw

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Claude Archie	Assistant Principal
Kristina Rowley	Resource Teacher
Marci Gould	Resource Teacher
Mary Johnson	Resource Teacher/ Reading Coach
Jane Millen	Resource Teacher/ Specials Team Leader
Cara Willoughby	Kindergarten Team Leader
Tiffany Warner	1st Grade Team Leader
Maria Rey	2nd Grade Team Leader
Brenda Delaney	3rd Grade Team Leader
Lauren Pasterchik	4th Grade Team Leader
Jaime Levine	5th Grade Team Leader
Hannah Starcher	Guidance Counselor/ ESE Team Leader

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Winter Springs School Advisory Council (SAC) consists of 1 administrator, 6 instructional personnel, 1 non-instructional person and 9 parent members. A total of 8 school-based members and 9 parent members comprise the SAC.

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

Monthly meetings are scheduled on the third Wednesday of each month. Meetings will focus on the expected improvements in reading, math and writing. Ongoing progress monitoring assessments will be highlighted. Parent Involvement Strategies will be discussed. The SAC budget will be monitored and utilized to support student performance goals.

**Projected use of school improvement funds, including the amount allocated to each project**

The SAC budget of approximately \$600 per year has been used to provide professional development, teacher training materials and supplies as well as tutors for underachieving students. Last year SIP funds purchased BrainPop site license and an ELMO document camera for presentations. These purchases were directed and appropriated by our School Advisory Council for the purpose of school improvement.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Tina Erwin**

Principal

Years as Administrator: 20

Years at Current School: 0

**Credentials**

Ed.D. Educational Leadership  
 Education Specialist  
 Master of Education  
 Bachelor of Fine Arts  
 Bachelor of Arts in Visual Arts Education  
 Certified: Art (Grades K-12), Educational Leadership (All Levels),  
 School Principal (all Levels)

**Performance Record**

Principal of Geneva Elementary, "A" School, past seven years

**Claude Archie**

Asst Principal	Years as Administrator: 0	Years at Current School: 1
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**Credentials** ED.S. In Education Leadership  
B.A. in Elementary Education

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Mary Johnson**

Full-time / School-based	Years as Coach: 2	Years at Current School: 2
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**Areas** Reading/Literacy, Data, RtI/MTSS

**Credentials** Elementary Education K-6  
Reading Endorsement

**Performance Record**

**Kristina Rowley**

Full-time / School-based	Years as Coach: 10	Years at Current School: 10
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**Areas** Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

**Credentials** Elementary Education Grades 1-6  
ESOL Certification

**Performance Record**

**Marci Gould**

Full-time / School-based	Years as Coach: 2	Years at Current School: 9
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**Areas** Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

**Credentials** Elementary Education K-6

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

50

**# receiving effective rating or higher**

50, 100%



**# Highly Qualified Teachers**

100%

**# certified in-field**

50, 100%

**# ESOL endorsed**

40, 80%

**# reading endorsed**

20, 40%

**# with advanced degrees**

15, 30%

**# National Board Certified**

1, 2%

**# first-year teachers**

5, 10%

**# with 1-5 years of experience**

14, 28%

**# with 6-14 years of experience**

19, 38%

**# with 15 or more years of experience**

12, 24%

**Education Paraprofessionals**

**# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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 an “A” 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.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the 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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Winter Springs Elementary has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Through input and discussion about the continuum of academic and behavior supports, members monitor the effectiveness of core, supplemental and intensive resources in reading, mathematics, science, writing and student engagement. When Tier 2 and Tier 3 needs are identified, the intensity of

instruction and interventions are increased and provided individually or in small instructional groups. Initiatives and ongoing progress are communicated to School Advisory Council members for consideration and reflection. Adjustments are made accordingly.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Winter Springs Elementary collects data at each tier level to measure the efficacy of academic and behavioral supports. Grade level teams monitor the effectiveness of Tier 1 general resources in all subject areas. Administration, grade level teachers and resource team members meet to analyze district progress monitoring data through Ed Insight/Discovery Education results each trimester, as well as ongoing SuccessMaker and Fast Forward assessments. Title 1 district resource members are invited to provide guidance and direction for use of resource allocations and teacher support systems such as staff development needs.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

During monthly Faculty meetings and SAC sessions, Administration will continue to communicate the data-based problem solving process of Continuous Improvement and Multi-Tiered System of Supports (MTSS). It is important to build capacity for staff and parents, empowering all stakeholders in the educational decision-making process in order to maximize benefits for all students.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,640

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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

In addition to ongoing progress monitoring through Discovery Education PMA's, teachers collect weekly Oral Reading and Numeracy Fluency. Cold reads are monitored weekly for comprehension performance. SuccessMaker Lab data will also be reviewed.

**Who is responsible for monitoring implementation of this strategy?**

Administration oversees the After-School tutorial Program. Schedules, resources and activities will be managed by a Lead Teacher.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Mary Johnson	Reading Coach

### How the school-based LLT functions

Our Literacy Leadership Team is an integral part of WSES Instructional Leadership Team. The Literacy members support teachers through professional development, conferencing and reflecting on best practice instructional strategies. Through frequent meetings with Professional Learning Communities, Literacy members guide data analysis of various assessments, progress monitor reading performance and promote differentiation of English Language Arts instruction.

### Major initiatives of the LLT

- 1) PLC support to form intervention groups
- 2) Facilitate Walk-to Intervention model
- 3) Provide small group instruction to lowest quartile learners

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	66%	No	75%
American Indian				
Asian				
Black/African American	71%	35%	No	74%
Hispanic	65%	53%	No	69%
White	77%	74%	No	79%
English language learners	74%	47%	No	77%
Students with disabilities	58%	35%	No	63%
Economically disadvantaged	69%	59%	No	72%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	26%	25%
Students scoring at or above Achievement Level 4	104	40%	45%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	128	83%	90%
Students in lowest 25% making learning gains (FCAT 2.0)	27	59%	80%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	24	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	36%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	44%	47%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	37	54%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	60%	No	77%
American Indian				
Asian				
Black/African American	67%	29%	No	70%
Hispanic	69%	58%	No	72%
White	78%	66%	No	80%
English language learners	74%	44%	No	77%
Students with disabilities	62%	41%	No	66%
Economically disadvantaged	70%	53%	No	73%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	32%	35%
Students scoring at or above Achievement Level 4	73	28%	35%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	111	72%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	67%	70%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	36%	40%
Students scoring at or above Achievement Level 4	26	31%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	365	58%	68%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	19	3%	2%
Students who are not proficient in reading by third grade	59	49%	20%
Students who receive two or more behavior referrals	9	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Winter Springs aims to increase parent involvement, supporting parents in more fully participating in the education of their children. Targets include expanding home & school connections through Skyward Parent Portal access, social media, school webpage and voicemails about upcoming events. All parents are encouraged to sign up to Dividend volunteer and participate in PTA events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent logged into Skyward Parent Portal at least once during school year.	143	28%	40%
Increase the number of Dividends contributing volunteer hours.	391	65%	70%



## Goals Summary

- G1.** To increase the percent of accountability group students achieving proficiency (Level 4+) on the FCAT Writing.
  
- G2.** To increase the percent of accountability group students proficiency on FCAT 2.0 Math.
  
- G3.** To increase the percent of accountability group students achieving proficiency on FCAT Reading 2.0.

## Goals Detail

**G1.** To increase the percent of accountability group students achieving proficiency (Level 4+) on the FCAT Writing.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Professional Development in Writing Strategies - Best Practices
- Funding
- Anchor papers to place in writing folders with checklists and rubrics for the students to track their progress
- Tutorial funding and ESE tutorial funding

**Targeted Barriers to Achieving the Goal**

- Time

### Plan to Monitor Progress Toward the Goal

Best practices and instructional strategies

**Person or Persons Responsible**

Administration and Grade Level teams

**Target Dates or Schedule:**

Trimester

**Evidence of Completion:**

Walkthrough data, writing progress monitor assessments (PMS's) and Data tracking folders.

**G2. To increase the percent of accountability group students proficiency on FCAT 2.0 Math.**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- District teacher-on Assignment
- Math Data from D.E. and Benchmark Test
- P.D. Funding
- Go Math resources

**Targeted Barriers to Achieving the Goal**

- Lack of parental support for homework due to increased rigor of mathematical concepts and expectations

**Plan to Monitor Progress Toward the Goal**

Monitor for student and parent progress

**Person or Persons Responsible**

Administration, resource Team, Teachers

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Student achievement of 70% on classroom test and benchmark exams

**G3. To increase the percent of accountability group students achieving proficiency on FCAT Reading 2.0.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

**Resources Available to Support the Goal**

- Reading Street
- Walk to Intervention/Enrichment resources
- Professional Development provided by Teaching & Learning Dept. SCPS

**Targeted Barriers to Achieving the Goal**

- Professional Development in newly adopted reading text and resources

## Plan to Monitor Progress Toward the Goal

Progress Monitors, DRA, Discovery Education, SuccessMaker

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student, Class and Grade Level Reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase the percent of accountability group students achieving proficiency (Level 4+) on the FCAT Writing.

### **G1.B1** Time

**G1.B1.S1** Teachers will have professional development during their duty times within the school day to eliminate any after school duties.

#### **Action Step 1**

Utilize Support Personnel to provide Writing Support.

#### **Person or Persons Responsible**

Administration, Support personnel (ESE, ELL, Gifted, Resource and Tutorial Funding personnel) and Teachers; Involve all support personnel in campus professional development and PLC focus sessions on writing.

#### **Target Dates or Schedule**

Quarterly review with Administration and support personnel teams to target student needs and schedule support to maximize resource personnel impact.

#### **Evidence of Completion**

ESE, ELL, Gifted, Resource and tutorial schedules, PD sign in and reflection logs; -Classroom Walk-Throughs, School-wide continuum/anchor sets, School/district PMA results; -Analyze CD of 4.0, 5.0 and 6.0 prompts; -Emphasize extended, layered and elaborated supporting details. -Focus attention on conventions, K-5. -Shift emphasis from FCAT Writing (single prompt) to Common Core/PARCC narrative, informative/expository and opinion writing responses and final assessments.

#### **Facilitator:**

Pat Goldman, SCPS Teaching & Learning Resource Teacher Dr. Michelle Kelly, UCF

#### **Participants:**

Teachers

## **Action Step 2**

### Professional Development in Writing - Best Practices

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

-Provide PD for K-5 teachers in writing process from Pat Goldman, SCPS Writing Resource Teacher, on campus and substitutes for 4th grade teachers to attend district writing training. - Coordinate PD training on Writing Across the Content Areas through Dr. Kelley, UCF (6 days with 2 hours each grade level during September, October and December). Trimester review with Administration and Grade Level teams

#### **Evidence of Completion**

PD Inservice sign-ins and reflection logs; -During PLC's, conduct DOE and SCPS Anchor Paper scoring calibration with 4th grade team. -Develop vertical alignment for school-wide anchor paper writing continuum. -Continue support for 6-Traits best practices. -Promote systematic explicit writing instruction daily K-5 in all subject areas. -Enrich vocabulary development with Vocabulary Surge resource and 95% Group PD for grades 3 and 4.

#### **Facilitator:**

Pat Goldman, SCPS Writing Resource Teacher Dr. Michelle Kelly, UCF 95% Group Consultants

#### **Participants:**

Teachers

### **Action Step 3**

Progress Monitoring of Student Writing Performance.

#### **Person or Persons Responsible**

Administration, resource team, teachers

#### **Target Dates or Schedule**

Weekly/quarterly review by administration with teachers; -Evaluate data on District PMA's K-5 performance during PLC's with K-5 teams.

#### **Evidence of Completion**

PLC team discussions and analysis of grade level and individual student writing progress. - Require scoring by two or more teachers and team review of the writing process. -Monitor classroom look fors during walk-throughs. -Teachers will instruct students on rubric scoring, line graph/data tracking and set goals with students. -Discuss writing goals with students, track progress and celebrate success with students. -Provide writing folders, rubrics and checklists for student tracking progress.

#### **Facilitator:**

Pat Goldman, SCPS Writing Resource Specialist

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Professional Development

#### **Person or Persons Responsible**

Administration with resource and teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Reflection logs

## Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring

### Person or Persons Responsible

Administration with teachers and resource

### Target Dates or Schedule

Quarterly

### Evidence of Completion

PLC Agendas, Reflection logs, SAC agendas, Student writing progress monitoring assessment folders, data tracking folders.

**G2.** To increase the percent of accountability group students proficiency on FCAT 2.0 Math.

**G2.B1** Lack of parental support for homework due to increased rigor of mathematical concepts and expectations

**G2.B1.S1** Provide parental support through after school informational sessions (Math nights, curriculum events, parent teacher conferences).

### Action Step 1

Parental Support - Winter Springs Math Night

### Person or Persons Responsible

Administration, Resource Team, Teachers

### Target Dates or Schedule

Semester

### Evidence of Completion

PD sign in sheet, reflection log

### Facilitator:

Hanady Elysayad, SCPS Title 1 Math REsource

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Monitor for scheduling and planning of extracurricular nights for parents.

**Person or Persons Responsible**

Administration, Resource Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Scheduled events on the calender

### **Plan to Monitor Effectiveness of G2.B1.S1**

Monitor for effectiveness of Math programs for parents.

**Person or Persons Responsible**

Administration, Resource Team

**Target Dates or Schedule**

Completion of program

**Evidence of Completion**

Parent survey



**G2.B1.S2** Professional Development for teachers to support homework completion and communication of student progress monitors

**Action Step 1**

Professional Development in Math - Best Practices

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Trimester

**Evidence of Completion**

EdInsight/ Discovery Education Reports; PD Reflection Logs, PLC Agendas

**Facilitator:**

Hanady Elsayad, Title 1 Resource SCPS

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G2.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** To increase the percent of accountability group students achieving proficiency on FCAT Reading 2.0.

**G3.B1** Professional Development in newly adopted reading text and resources

**G3.B1.S1** Provide Professional Development on campus on Wednesday afternoons at least once a month

### **Action Step 1**

Professional Development in Reading Intervention Strategies

**Person or Persons Responsible**

Classroom, ESE, ELL Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PD Learning Logs

**Facilitator:**

Teaching & Learning Dept., Jane Moore - Title 1 Personnel; 95% Group Consultants

**Participants:**

Classroom, ESE, ELL Teachers

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Professional Development Schedule

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Inservice session activities approved and Inservice points awarded

### Plan to Monitor Effectiveness of G3.B1.S1

Professional Development

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthroughs

**G3.B1.S2** Arrange for district resource personnel to provide expertise with grade level teams during Professional Learning Community time

**Action Step 1**

Professional Development in Reading - Best Practices

**Person or Persons Responsible**

Title 1, ESE, ELL & Teaching & Learning Instructional Support for Classroom, ESE, ELL Teachers

**Target Dates or Schedule**

Professional Learning Community time as needed

**Evidence of Completion**

PD Inservice Activity, PLC Reflection Logs

**Facilitator:**

Jane Moore, SCPS Reading Title 1 Resource 95% Group Consultants (for Walk to Intervention/ Enrichment)

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Supportive expertise from district resource personnel

**Person or Persons Responsible**

Administration and Resource Team

**Target Dates or Schedule**

Monthly as needed

**Evidence of Completion**

Classroom observations

## Plan to Monitor Effectiveness of G3.B1.S2

Instructional Reading Strategies

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

English Language Arts Reading Block

### Evidence of Completion

Student performance on Unit Assessments

**G3.B1.S3** Coordinate Administration and Resource Team meetings with grade level teams to evaluate progress monitor assessments

### Action Step 1

PLC Meetings

#### Person or Persons Responsible

Teachers, Administration, Resource Team

#### Target Dates or Schedule

Monthly or as needed to review PMA data

#### Evidence of Completion

PMA data tracking

## Plan to Monitor Fidelity of Implementation of G3.B1.S3

SCPS Reading Instructional Plan

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson Plans

**Plan to Monitor Effectiveness of G3.B1.S3**

Walk to Intervention/Enrichment

**Person or Persons Responsible**

Teachers, Resource Team

**Target Dates or Schedule**

Monthly or as needed

**Evidence of Completion**

Tracking Student Progress on PASI, PSI, Oral Reading Fluency, Cold Reads for Comprehension

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Winter Springs Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education 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. 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** To increase the percent of accountability group students achieving proficiency (Level 4+) on the FCAT Writing.

### G1.B1 Time

**G1.B1.S1** Teachers will have professional development during their duty times within the school day to eliminate any after school duties.

#### PD Opportunity 1

Utilize Support Personnel to provide Writing Support.

##### Facilitator

Pat Goldman, SCPS Teaching & Learning Resource Teacher Dr. Michelle Kelly, UCF

##### Participants

Teachers

##### Target Dates or Schedule

Quarterly review with Administration and support personnel teams to target student needs and schedule support to maximize resource personnel impact.

##### Evidence of Completion

ESE, ELL, Gifted, Resource and tutorial schedules, PD sign in and reflection logs; -Classroom Walk-Throughs, School-wide continuum/anchor sets, School/district PMA results; -Analyze CD of 4.0, 5.0 and 6.0 prompts; -Emphasize extended, layered and elaborated supporting details. -Focus attention on conventions, K-5. -Shift emphasis from FCAT Writing (single prompt) to Common Core/PARCC narrative, informative/expository and opinion writing responses and final assessments.



## **PD Opportunity 2**

Professional Development in Writing - Best Practices

### **Facilitator**

Pat Goldman, SCPS Writing Resource Teacher Dr. Michelle Kelly, UCF 95% Group Consultants

### **Participants**

Teachers

### **Target Dates or Schedule**

-Provide PD for K-5 teachers in writing process from Pat Goldman, SCPS Writing Resource Teacher, on campus and substitutes for 4th grade teachers to attend district writing training. - Coordinate PD training on Writing Across the Content Areas through Dr. Kelley, UCF (6 days with 2 hours each grade level during September, October and December). Trimester review with Administration and Grade Level teams

### **Evidence of Completion**

PD Inservice sign-ins and reflection logs; -During PLC's, conduct DOE and SCPS Anchor Paper scoring calibration with 4th grade team. -Develop vertical alignment for school-wide anchor paper writing continuum. -Continue support for 6-Traits best practices. -Promote systematic explicit writing instruction daily K-5 in all subject areas. -Enrich vocabulary development with Vocabulary Surge resource and 95% Group PD for grades 3 and 4.

## **PD Opportunity 3**

Progress Monitoring of Student Writing Performance.

### **Facilitator**

Pat Goldman, SCPS Writing Resource Specialist

### **Participants**

Teachers

### **Target Dates or Schedule**

Weekly/quarterly review by administration with teachers; -Evaluate data on District PMA's K-5 performance during PLC's with K-5 teams.

### **Evidence of Completion**

PLC team discussions and analysis of grade level and individual student writing progress. - Require scoring by two or more teachers and team review of the writing process. -Monitor classroom look fors during walk-throughs. -Teachers will instruct students on rubric scoring, line graph/data tracking and set goals with students. -Discuss writing goals with students, track progress and celebrate success with students. -Provide writing folders, rubrics and checklists for student tracking progress.

**G2.** To increase the percent of accountability group students proficiency on FCAT 2.0 Math.

**G2.B1** Lack of parental support for homework due to increased rigor of mathematical concepts and expectations

**G2.B1.S1** Provide parental support through after school informational sessions (Math nights, curriculum events, parent teacher conferences).

**PD Opportunity 1**

Parental Support - Winter Springs Math Night

**Facilitator**

Hanady Elysayad, SCPS Title 1 Math REsource

**Participants**

Teachers

**Target Dates or Schedule**

Semester

**Evidence of Completion**

PD sign in sheet, reflection log

**G2.B1.S2** Professional Development for teachers to support homework completion and communication of student progress monitors

**PD Opportunity 1**

Professional Development in Math - Best Practices

**Facilitator**

Hanady Elysayad, Title 1 Resource SCPS

**Participants**

Teachers

**Target Dates or Schedule**

Trimester

**Evidence of Completion**

EdInsight/ Discovery Education Reports; PD Reflection Logs, PLC Agendas

**G3.** To increase the percent of accountability group students achieving proficiency on FCAT Reading 2.0.

**G3.B1** Professional Development in newly adopted reading text and resources

**G3.B1.S1** Provide Professional Development on campus on Wednesday afternoons at least once a month

**PD Opportunity 1**

Professional Development in Reading Intervention Strategies

**Facilitator**

Teaching & Learning Dept., Jane Moore - Title 1 Personnel; 95% Group Consultants

**Participants**

Classroom, ESE, ELL Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PD Learning Logs

**G3.B1.S2** Arrange for district resource personnel to provide expertise with grade level teams during Professional Learning Community time

**PD Opportunity 1**

Professional Development in Reading - Best Practices

**Facilitator**

Jane Moore, SCPS Reading Title 1 Resource 95% Group Consultants (for Walk to Intervention/ Enrichment)

**Participants**

Teachers

**Target Dates or Schedule**

Professional Learning Community time as needed

**Evidence of Completion**

PD Inservice Activity, PLC Reflection Logs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	To increase the percent of accountability group students achieving proficiency (Level 4+) on the FCAT Writing.	\$6,750
G2.	To increase the percent of accountability group students proficiency on FCAT 2.0 Math.	\$2,000
G3.	To increase the percent of accountability group students achieving proficiency on FCAT Reading 2.0.	\$5,500
Total		\$14,250

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Evidence-Based Program	Professional Development	Total
Title 1, SAC	\$500	\$0	\$0	\$0	\$500
Title 1, ESE Tutorial, After-School Tutorial Funds	\$0	\$5,000	\$0	\$0	\$5,000
District	\$0	\$0	\$0	\$0	\$0
Title 1	\$0	\$0	\$5,500	\$0	\$5,500
District, PD Funds	\$0	\$0	\$0	\$1,500	\$1,500
Title 1, PD Funds	\$0	\$0	\$0	\$1,500	\$1,500
SAC	\$250	\$0	\$0	\$0	\$250
Total	\$750	\$5,000	\$5,500	\$3,000	\$14,250

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** To increase the percent of accountability group students achieving proficiency (Level 4+) on the FCAT Writing.

**G1.B1** Time

**G1.B1.S1** Teachers will have professional development during their duty times within the school day to eliminate any after school duties.

**Action Step 1**

Utilize Support Personnel to provide Writing Support.

**Resource Type**

Personnel

**Resource**

Title 1, ESE Tutorial, After-School Tutorial Personnel

**Funding Source**

Title 1, ESE Tutorial, After-School Tutorial Funds

**Amount Needed**

\$5,000

**Action Step 2**

Professional Development in Writing - Best Practices

**Resource Type**

Professional Development

**Resource**

District, Title 1

**Funding Source**

Title 1, PD Funds

**Amount Needed**

\$1,500

**Action Step 3**

Progress Monitoring of Student Writing Performance.

**Resource Type**

Other

**Resource**

Tracking Student Progress

**Funding Source**

SAC

**Amount Needed**

\$250

**G2.** To increase the percent of accountability group students proficiency on FCAT 2.0 Math.

**G2.B1** Lack of parental support for homework due to increased rigor of mathematical concepts and expectations

**G2.B1.S1** Provide parental support through after school informational sessions (Math nights, curriculum events, parent teacher conferences).

**Action Step 1**

Parental Support - Winter Springs Math Night

**Resource Type**

Other

**Resource**

Title 1 Personnel

**Funding Source**

Title 1, SAC

**Amount Needed**

\$500

**G2.B1.S2** Professional Development for teachers to support homework completion and communication of student progress monitors

**Action Step 1**

Professional Development in Math - Best Practices

**Resource Type**

Professional Development

**Resource**

Teaching & Learning Dept. Personnel; Title 1 Personnel

**Funding Source**

District, PD Funds

**Amount Needed**

\$1,500

**G3.** To increase the percent of accountability group students achieving proficiency on FCAT Reading 2.0.

**G3.B1** Professional Development in newly adopted reading text and resources

**G3.B1.S1** Provide Professional Development on campus on Wednesday afternoons at least once a month

**Action Step 1**

Professional Development in Reading Intervention Strategies

**Resource Type**

Evidence-Based Program

**Resource**

95% Group Consultants

**Funding Source**

Title 1

**Amount Needed**

\$5,500

**G3.B1.S2** Arrange for district resource personnel to provide expertise with grade level teams during Professional Learning Community time

**Action Step 1**

Professional Development in Reading - Best Practices

**Resource Type**

Evidence-Based Program

**Resource**

Reading Street

**Funding Source**

District

**Amount Needed**