
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	18
Positive Culture & Environment	21
Budget to Support Goals	0

Winter Springs Elementary School

701 W STATE ROAD 434, Winter Springs, FL 32708

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

Demographics

Principal: Kristen Ramkisson

Start Date for this Principal: 1/7/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: A (62%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>77%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>66%</p>

School Grades History

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

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Barone, Amy	Principal	Instructional Leader, Administrative School Budget, PLC Data Chats, SAC, PTA, Classroom and Behavior Support, Parent and Staff Communication, and Non-Instructional Evaluations/Initiatives
Todd, Lindsay	Assistant Principal	Test Coordinator, Administrative PLC Data Chats, ELA and Math Intervention, MTSS, Student Study, ESE, ESOL, Dividend Coordinator, PBS, Professional Development, Master Calendaring
Green, Ashley	Instructional Coach	Primary ELA and Math iReady Champion, MTSS, Intervention Facilitator, Lead Tutorial Teacher, Classroom Support, Data Analysis, PLC Meetings, Primary Resource
Metzger-Starcher, Hannah	School Counselor	Student Study, MTSS, Small Group-Social Emotional Resource, Truancy, Social Work, Hospital Homebound, OT/PT, ESE Student Study
Jones, Missy	Instructional Coach	ETF, SMART Lab Teacher, Science Classroom Support, Club Sponsor, K-5 CS202, Blended Learning and Science PLC's, News Room equipment and training crew
Millen, Jane	Behavior Specialist	Title 1, Family and Community Liaison, Business Partners, Classroom Support, FIN Coordinator
Harber, Shayne	Instructional Coach	Intermediate ELA and Math iReady Champion, MTSS, Intervention Facilitator, Lead Tutorial Teacher, Classroom Support, Data Analysis, PLC Meetings, Intermediate resource

Demographic Information

Principal start date

Sunday 1/7/2018, Kristen Ramkisson

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

0

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

10

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

549

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

4

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	113	106	79	79	83	0	0	0	0	0	0	0	550
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	2	13	8	6	8	5	0	0	0	0	0	0	0	42
Course failure in Math	1	3	6	3	4	2	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	12	23	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	22	30	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	4	8	11	18	0	0	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	9	7	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	6	5	4	5	4	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	119	87	92	103	88	0	0	0	0	0	0	0	579
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	12	4	1	1	0	0	0	0	0	0	0	0	19
Course failure in Math	1	7	4	1	4	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	7	4	5	6	4	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	119	87	92	103	88	0	0	0	0	0	0	0	579
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	12	4	1	1	0	0	0	0	0	0	0	0	19
Course failure in Math	1	7	4	1	4	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	7	4	5	6	4	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	67%	57%	59%	63%	56%
ELA Learning Gains				57%	61%	58%	63%	58%	55%
ELA Lowest 25th Percentile				44%	51%	53%	59%	47%	48%
Math Achievement				59%	70%	63%	71%	68%	62%
Math Learning Gains				52%	66%	62%	67%	62%	59%
Math Lowest 25th Percentile				24%	50%	51%	64%	46%	47%
Science Achievement				59%	62%	53%	53%	66%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	67%	-8%	58%	1%
Cohort Comparison						
04	2021					
	2019	52%	65%	-13%	58%	-6%
Cohort Comparison		-59%				
05	2021					
	2019	54%	64%	-10%	56%	-2%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	71%	-14%	62%	-5%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	72%	-14%	64%	-6%
Cohort Comparison		-57%				
05	2021					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	62%	-5%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/26%	41/39%	68/65%
	Economically Disadvantaged	14/18%	29/34%	51/60%
	Students With Disabilities	3/14%	4/18%	8/38%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/27%	38/38%	58/54%
	Economically Disadvantaged	15/21%	24/30%	42/49%
	Students With Disabilities	1/6%	4/19%	5/24%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32/44%	38/49%	53/64%
	Economically Disadvantaged	26/41%	32/48%	42/62%
	Students With Disabilities	7/50%	7/44%	8/44%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/23%	27/35%	45/54%
	Economically Disadvantaged	11/18%	19/29%	35/51%
	Students With Disabilities	4/31%	6/38%	5/28%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/22%	26/33%	38/45%
	Economically Disadvantaged	13/22%	20/31%	28/44%
	Students With Disabilities	2/13%	1/6%	4/24%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/19%	25/34%	40/54%
	Economically Disadvantaged	7/18%	19/32%	30/52%
	Students With Disabilities	1/9%	2/13%	4/25%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/34%	43/47%	50/53%
	Economically Disadvantaged	18/29%	30/41%	36/47%
	Students With Disabilities	1/6%	1/6%	2/10%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/21%	29/35%	46/51%
	Economically Disadvantaged	10/17%	20/30%	33/45%
	Students With Disabilities	0	2/14%	2/12%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/32%	34/41%	39/45%
	Economically Disadvantaged	19/32%	29/43%	30/44%
	Students With Disabilities	4/31%	3/21%	5/36%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/30%	34/40%	42/49%
	Economically Disadvantaged	15/27%	25/37%	31/45%
	Students With Disabilities	3/23%	3/21%	3/21%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	50	42	12	28	33	29				
ELL	29	50		32	25		31				
BLK	37			26							
HSP	53	44		36	28		39				
WHT	57	52		50	45		59				
FRL	50	47	47	37	36	37	42				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	24	24	29	26	22	10				
ELL	40	64	64	42	42						
BLK	52	32		39	35		45				
HSP	56	52	38	52	43	10	52				
MUL	75	55		55	40						
WHT	61	66	56	67	62	39	66				
FRL	57	55	44	54	48	20	57				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	41	50	37	52	53	8				
ELL	12	55	50	38	70						
BLK	53	70		47	57	55	30				
HSP	57	67	67	61	56	50	50				
MUL	69	73		77	82						
WHT	60	57	52	81	73	74	60				
FRL	55	62	63	68	67	64	48				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome: Increase achievement and learning gains for students with disabilities.

Monitoring: This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome: Amy Barone (amy_barone@scps.k12.fl.us)

Evidence-based Strategy: Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy: Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

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

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

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

Action Steps to Implement

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

Person Responsible Amy Barone (amy_barone@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

After analyzing the 2019-2020 school discipline data, we have collaborated with our Leadership Team and the behavior district support team to provide resources for all classroom teachers. We walked each classroom frequently to provide specific feedback on the conditions for learning. In addition, our behavior support teachers have developed a proactive discipline system which allows students to take a break or use a calm down strategy when triggered before the behavior escalates. Lastly, our Leadership Team will continue to monitor the discipline data each month to look for subgroup trends or classroom trends. We will then provide additional layers of support for specific students with our Social Worker/District Mental Health Counselor and for teachers through Professional Development.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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

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

Winter Springs Elementary uses a consistent PBS system to establish clear routines and expectations in all settings. We link all behaviors to our "3 R's" which are Respectful, Responsible, and Ready to Learn. With our MTSS team, we review student behavior needs and discuss possible strategies that can help individuals in the classroom. All students on campus have an opportunity to earn Golden Tickets that then can be spent at our bi-monthly school store. When they earn tickets in any setting on campus, they are celebrating specifically with one of the "R's" that was followed. In addition, our PBS team meets monthly to review student needs and trends which then is shared across the staff. Each quarter, our leadership team holds a student assembly that will reiterate our expectations, celebrate student success which impacts the school culture, and review how to address situational needs.

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

Our School Advisory Council acts as liaison for our school, families, and community in order to be a sounding board for our school-wide initiatives, professional development, and funding sources. In addition, our SAC is represented culturally of our community and student population. Our Leadership Team consists of our Academic Coaches, Administration, STEAM Coach, Guidance Counselor, and Behavior Support. This collaborative team meets monthly in order to discuss and highlight potential behavior supports, student instructional needs, and best practices. Our Team Leaders consist of a representative from each grade level team, ESE team, and special area team. We meet bi-monthly to focus on our three pillars Safety, Relationships, and Achievement. We ensure that each team has an opportunity to share highlights and concerns that might be affecting their classroom. Our PTA is comprised of family members of students, community members, teachers, and staff who work together to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. We have fundraisers to help sponsor programs for social-emotional needs and campus facilities. We collaborate with business partners who contribute to projects such as our food pantry, our Golden Ticket store, and student/teacher incentives. All of these stakeholders work together to monitor the progress of our students and to build our positive school culture. We want to ensure that all students and families feel confident, happy, and safe at WSES.