Winter Springs Elementary School

2014-15 School 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	Title I	Free/Reduced Price Lunch
Elementary	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	No	48%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

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. These birthplaces are highlighted by the morning News Crew as reporters "travel" the world and the green screen background features geography and landmarks. 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.

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.

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. The staff and administration work together to ensure the system is fairly and consistently enforced.

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 members and Administration work closely with the Guidance Counselor and Behavior Resource 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 Transition (FIT).

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

• Effective mufti-disciplinary teams in place to problem solve and create action plans;
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive

(individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system.

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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.

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.

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

School Leadership Team

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

Name	Title
Erwin, Tina	Principal
Archie, Claude	Assistant Principal
Rowley, Kristina	Instructional Coach
Millen, Jane	Attendance/Social Work
Hayward, Kimberlee	Teacher, K-12
King, Alyssa	Teacher, K-12
Mastanduno, Neida	Teacher, K-12
Metzger-Starcher, Hannah	Guidance Counselor
Strahan, Brynn	Teacher, K-12
Thompson, Richard	Teacher, K-12
Vanatta, Deb	Teacher, K-12
Waitt, Maureen	Teacher, K-12
Willoughby, Cara	Teacher, K-12
Gould, Marci	Teacher, K-12

Duties

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, 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 to actively participate in meetings using school-wide and grade-level data to identify trends and patterns regarding MTSS decisions and SIP progress.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Heather Booth	Parent
Rebecca Council	Parent
Stephanie DeGrazio	Parent
Tina Erwin	Principal
Mary Estes	Teacher
Michele Hester	Education Support Employee
Kim Laudat	Parent
Danielle Marriaga	Teacher
Ashley Mason	Teacher
Christina Morales	Parent
Sowm Morris	Parent
Lorena Pierson	Parent
Shandell Stuckey	Parent
Richard Thompson	Teacher
Erin Venham	Teacher
Joy Messer	Teacher

Duties

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

Evaluation of last year's school improvement plan

SAC will meet in September 2014 to evaluate last year's school improvement plan. Members will review the three major goals and compare end-of-year results.

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.

Preparation of the school's annual budget and plan

SAC will meet in September 2014 to prepare the budget and plan for expenses to support school improvement goals. Members will consider the 2014-15 goals to align with needed supplies, resources, curriculum planning and professional development.

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

The SAC budget of approximately $3153 last year was used to provide motivational online math practice for 1st-5th graders and purchase a technology tool to create green screen backgrounds for news presentations. Last year SIP funds also purchased data tracking notebooks for students and guided reading and writing books across the curriculum from early readers to intermediate topics. These purchases were directed and appropriated by our School Advisory Council for the purpose of school improvement.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hayward, Kimberlee	Teacher, K-12
Rowley, Kristina	Teacher, K-12
Archie, Claude	Assistant Principal
Erwin, Tina	Principal
Gould, Marci	Teacher, K-12
Metzger-Starcher, Hannah	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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.

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 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!

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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 an intervention schedule that meets the needs of all level learners.
•Providing instruction aligned with the Florida 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

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 25% and enhance their understanding of concepts in the areas of Reading and Math

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Archie, Claude, claude_archie@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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. The I Ready Lab data will also be reviewed.

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 one hour and thirty minutes each Saturday day.

Strategy Rationale

The strategy is to focus on students in the lowest 25% and enhance their understanding of concepts in the areas of Reading and Math

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Archie, Claude, claude_archie@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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. The I Ready Lab data will also be reviewed.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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

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

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

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

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase the percent of accountability group students achieving proficiency on the Florida Standards Assessment in Math and ELA/Writing.

G2.   To increase the percent of accountability group students achieving proficiency on FCAT Science 2.0.

Strategic Goals Detail

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

G1. To increase the percent of accountability group students achieving proficiency on the Florida Standards Assessment in Math and ELA/Writing. 1a

🔍 G042210

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Reading - All Students	77.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- District teacher-on Assignment
- Math Data from D.E. and Benchmark Test
- P.D. Funding
- Go Math resources
- Professional Development in Writing Strategies -w/ Pat Goldman
- Tutorial

Targeted Barriers to Achieving the Goal 3

- Lack of parental support for homework due to increased rigor of Mathematical concepts and text-based informational Writing expectations.
- Time

Plan to Monitor Progress Toward G1. 8

Monitor for student and parent progress

Person Responsible
Tina Erwin

Schedule
Monthly, from 8/25/2014 to 5/27/2015

Evidence of Completion
Student achievement of 75% on classroom test and benchmark exams

Plan to Monitor Progress Toward G1. 8

Best practices and instructional strategies

Person Responsible
Tina Erwin

Schedule
Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion
Walk-throughs

G2. To increase the percent of accountability group students achieving proficiency on FCAT Science 2.0.
1a

🔍 G042211

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Science Fusion

- Science/Enrichment Resources

- Science on the Wheel

Targeted Barriers to Achieving the Goal 3

- Lack of Professional Development in Science

Plan to Monitor Progress Toward G2. 8

Progress Monitors, Benchmark Assessments, Discovery Education,

Person Responsible
Maureen Waitt

Schedule
Quarterly, from 8/25/2014 to 5/27/2015

Evidence of Completion
Student, Class and Grade Level Reports

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. To increase the percent of accountability group students achieving proficiency on the Florida Standards Assessment in Math and ELA/Writing. 1

🔍 G042210

G1.B1 Lack of parental support for homework due to increased rigor of Mathematical concepts and text-based informational Writing expectations. 2

🔍 B102867

G1.B1.S1 Provide parental support through after school informational sessions (Math nights, curriculum events, student-led conferences, parent teacher conferences). 4

🔍 S114035

Strategy Rationale

Action Step 1 5

Parental Support - Winter Springs Curriculum Event Student Led Conferences

Person Responsible

Tina Erwin

Schedule

On 10/10/2014

Evidence of Completion

PD sign in sheet, reflection log, Exit Ticket

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

Monitor for scheduling and planning of extracurricular nights for parents.

Person Responsible

Tina Erwin

Schedule

On 2/3/2015

Evidence of Completion

Scheduled events on the calender

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

Monitor for effectiveness of Math programs for parents.

Person Responsible

Tina Erwin

Schedule

Monthly, from 10/9/2014 to 5/27/2015

Evidence of Completion

Parent survey

G1.B1.S2 Professional Development for teachers to support homework completion and communication of student progress monitors 4

🔍 S114036

Strategy Rationale

Action Step 1 5

Professional Development in Math & ELA Writing - Best Practices

Person Responsible

Claude Archie

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

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

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

Monitor for planning and practical application in the classroom for math success and homework completion.

Person Responsible

Claude Archie

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Reflection Logs/PLC Data Collection Forms/Walkthrough Observations

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

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Conference forms/PLC Data Collection

G1.B2 Time 2

🔧 B120975

G1.B2.S1 Teachers will have professional development opportunities during their duty day, including Professional Learning Community sessions. 4

🔧 S132908

Strategy Rationale

Action Step 1 5

Utilize Support Personnel to provide Math & ELA/Writing Support.

Person Responsible

Kimberlee Hayward

Schedule

Biweekly, from 8/25/2014 to 5/27/2015

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; -Emphasize extended, layered and elaborated supporting details. -Focus attention on conventions, K-5. -Focus attention on critical thinking and responsive writing -Shift emphasis from FCAT Writing (single prompt) to FSA narrative, informative/expository and opinion writing responses and final assessments.

Action Step 2 5

Professional Development in Math & ELA/Writing - Best Practices

Person Responsible

Kristina Rowley

Schedule

Monthly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Action Step 3 `5`

Progress Monitoring of Student Math & ELA/Writing Performance.

Person Responsible

Lisa Kendall

Schedule

Every 6 Weeks, from 9/22/2014 to 5/27/2015

Evidence of Completion

Pat Goldman, SCPS Writing Resource Specialist

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Professional Development

Person Responsible

Claude Archie

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Reflection Logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Progress Monitoring

Person Responsible

Tina Erwin

Schedule

Weekly, from 8/25/2014 to 5/27/2015

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 achieving proficiency on FCAT Science 2.0. 1

🔧 G042211

G2.B1 Lack of Professional Development in Science 2

🔧 B102868

G2.B1.S1 Provide Professional Development on campus on Wednesday afternoons at least once a month 4

🔧 S114037

Strategy Rationale

Action Step 1 5

Professional Development in Science Strategies

Person Responsible

Maureen Waitt

Schedule

Monthly, from 8/25/2014 to 5/27/2015

Evidence of Completion

PD Learning Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Professional Development Schedule

Person Responsible

Claude Archie

Schedule

Evidence of Completion

Inservice session activities approved and Inservice points awarded

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Professional Development

Person Responsible

Claude Archie

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Walkthroughs

G2.B1.S2 Arrange for district resource personnel to provide expertise with grade level teams during Professional Learning Community time `4`

🔑 S114038

Strategy Rationale

Action Step 1 `5`

Professional Development in Science - Best Practices

Person Responsible

Maureen Waitt

Schedule

On 5/27/2015

Evidence of Completion

PD Inservice Activity, PLC Reflection Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Supportive expertise from district resource personnel

Person Responsible

Tina Erwin

Schedule

Weekly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Instructional Strategies

> **Person Responsible**
>
> Tina Erwin
>
> **Schedule**
>
> Biweekly, from 8/25/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> Student performance on Unit Assessments

G2.B1.S3 Coordinate Administration and Resource Team meetings with grade level teams to evaluate progress monitor assessments `4`

🔍 S114039

Strategy Rationale

Action Step 1 `5`

PLC Meetings

> **Person Responsible**
>
> Tina Erwin
>
> **Schedule**
>
> Weekly, from 8/25/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> PMA data tracking

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

SCPS Science Instructional Plan

> **Person Responsible**
>
> Tina Erwin
>
> **Schedule**
>
> Weekly, from 8/25/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Science/Enrichment

Person Responsible

Maureen Waitt

Schedule

On 5/27/2015

Evidence of Completion

Tracking Student Progress on DE and Benchmark Assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Parental Support - Winter Springs Curriculum Event Student Led Conferences	Erwin, Tina	10/10/2014	PD sign in sheet, reflection log, Exit Ticket	10/10/2014 one-time
G1.B1.S2.A1	Professional Development in Math & ELA Writing - Best Practices	Archie, Claude	8/25/2014	EdInsight/ Discovery Education Reports; PD Reflection Logs, PLC Agendas	5/27/2015 weekly
G2.B1.S1.A1	Professional Development in Science Strategies	Waitt, Maureen	8/25/2014	PD Learning Logs	5/27/2015 monthly
G2.B1.S2.A1	Professional Development in Science - Best Practices	Waitt, Maureen	8/25/2014	PD Inservice Activity, PLC Reflection Logs	5/27/2015 one-time
G2.B1.S3.A1	PLC Meetings	Erwin, Tina	8/25/2014	PMA data tracking	5/27/2015 weekly
G1.B2.S1.A1	Utilize Support Personnel to provide Math & ELA/Writing Support.	Hayward, Kimberlee	8/25/2014	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; -Emphasize extended, layered and elaborated supporting details. -Focus attention on conventions, K-5. -Focus attention on critical thinking and responsive writing -Shift emphasis from FCAT Writing (single prompt) to FSA narrative, informative/expository and opinion writing responses and final assessments.	5/27/2015 biweekly
G1.B2.S1.A2	Professional Development in Math & ELA/Writing - Best Practices	Rowley, Kristina	8/25/2014		5/27/2015 monthly
G1.B2.S1.A3	Progress Monitoring of Student Math & ELA/Writing Performance.	Kendall, Lisa	9/22/2014	Pat Goldman, SCPS Writing Resource Specialist	5/27/2015 every-6-weeks
G1.MA1	Monitor for student and parent progress	Erwin, Tina	8/25/2014	Student achievement of 75% on classroom test and benchmark exams	5/27/2015 monthly
G1.MA2	Best practices and instructional strategies	Erwin, Tina	8/25/2014	Walk-throughs	5/27/2015 weekly
G1.B1.S1.MA1	Monitor for effectiveness of Math programs for parents.	Erwin, Tina	10/9/2014	Parent survey	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Monitor for scheduling and planning of extracurricular nights for parents.	Erwin, Tina	2/3/2015	Scheduled events on the calender	2/3/2015 one-time
G1.B2.S1.MA1	Progress Monitoring	Erwin, Tina	8/25/2014	PLC Agendas, Reflection logs, SAC agendas, Student writing progress monitoring assessment folders, data tracking folders.	5/27/2015 weekly
G1.B2.S1.MA1	Professional Development	Archie, Claude	8/25/2014	Reflection Logs	5/27/2015 weekly
G1.B1.S2.MA1	Monitor for Parent/Teacher communication on student progress and data analysis.	Erwin, Tina	8/25/2014	Conference forms/PLC Data Collection	5/27/2015 weekly
G1.B1.S2.MA1	Monitor for planning and practical application in the classroom for math success and homework completion.	Archie, Claude	8/25/2014	Reflection Logs/PLC Data Collection Forms/Walkthrough Observations	5/27/2015 weekly
G2.MA1	Progress Monitors, Benchmark Assessments, Discovery Education,	Waitt, Maureen	8/25/2014	Student, Class and Grade Level Reports	5/27/2015 quarterly
G2.B1.S1.MA1	Professional Development	Archie, Claude	8/25/2014	Walkthroughs	5/27/2015 weekly
G2.B1.S1.MA1	Professional Development Schedule	Archie, Claude	5/27/2015	Inservice session activities approved and Inservice points awarded	monthly
G2.B1.S2.MA1	Instructional Strategies	Erwin, Tina	8/25/2014	Student performance on Unit Assessments	5/27/2015 biweekly
G2.B1.S2.MA1	Supportive expertise from district resource personnel	Erwin, Tina	8/25/2014	Classroom observations	5/27/2015 weekly
G2.B1.S3.MA1	Science/Enrichment	Waitt, Maureen	8/25/2014	Tracking Student Progress on DE and Benchmark Assessments	5/27/2015 one-time
G2.B1.S3.MA1	SCPS Science Instructional Plan	Erwin, Tina	8/25/2014	Lesson Plans	5/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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 on the Florida Standards Assessment in Math and ELA/Writing.

G1.B1 Lack of parental support for homework due to increased rigor of Mathematical concepts and text-based informational Writing expectations.

G1.B1.S1 Provide parental support through after school informational sessions (Math nights, curriculum events, student-led conferences, parent teacher conferences).

PD Opportunity 1

Parental Support - Winter Springs Curriculum Event Student Led Conferences

Facilitator

Lisa Kendall, Kristina Rowley, Kim Hayward

Participants

Teachers, Students & Parents

Schedule

On 10/10/2014

G1.B1.S2 Professional Development for teachers to support homework completion and communication of student progress monitors

PD Opportunity 1

Professional Development in Math & ELA Writing - Best Practices

Facilitator

Lisa Kendall, Kristina Rowley, Kim Hayward, Marci Gould

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 5/27/2015

G1.B2 Time

G1.B2.S1 Teachers will have professional development opportunities during their duty day, including Professional Learning Community sessions.

PD Opportunity 1

Utilize Support Personnel to provide Math & ELA/Writing Support.

Facilitator

Pat Goldman, SCPS Teaching & Learning Resource Teacher Kimberly Hayward, Writing Coach Winter Springs Kristina Rowley-Huss Resource Team Leader

Participants

Teachers, Resource, Administrators

Schedule

Biweekly, from 8/25/2014 to 5/27/2015

PD Opportunity 2

Professional Development in Math & ELA/Writing - Best Practices

Facilitator

Pat Goldman, SCPS Writing Resource Teacher Kimberly Hayward, Writing Coach Winter Spring Kristina Rowley-Huss Resource Team Leader Lisa Kendall - Math Instructional Support

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 5/27/2015

PD Opportunity 3

Progress Monitoring of Student Math & ELA/Writing Performance.

Facilitator

Pat Goldman, SCPS Writing Resource Specialist, Lisa Kendall, Kim Hayward, Kristina Rowley

Participants

Teachers

Schedule

Every 6 Weeks, from 9/22/2014 to 5/27/2015

G2. To increase the percent of accountability group students achieving proficiency on FCAT Science 2.0.

G2.B1 Lack of Professional Development in Science

G2.B1.S1 Provide Professional Development on campus on Wednesday afternoons at least once a month

PD Opportunity 1

Professional Development in Science Strategies

Facilitator

Maureen Waitt

Participants

Classroom, ESE, ELL Teachers

Schedule

Monthly, from 8/25/2014 to 5/27/2015

G2.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 Science - Best Practices

Facilitator

Maureen Waitt

Participants

Teachers

Schedule

On 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase the percent of accountability group students achieving proficiency on the Florida Standards Assessment in Math and ELA/Writing.	14,684
Goal 2: To increase the percent of accountability group students achieving proficiency on FCAT Science 2.0.	2,000
Grand Total	**16,684**

Goal 1: To increase the percent of accountability group students achieving proficiency on the Florida Standards Assessment in Math and ELA/Writing.		
Description	**Source**	**Total**
B1.S1.A1 - PTA Math Night for Parents	Other	0
B1.S2.A1 - Tutorial Funding for Math & ELA/Writing	Other	9,870
B1.S2.A1 - Substitutes for Curriculum Planning	School Improvement Funds	1,814
B1.S2.A1 - Professional Development Funding for Annual Educator's Conference, FETC, etc.	Other	3,000
Total Goal 1		**14,684**

Goal 2: To increase the percent of accountability group students achieving proficiency on FCAT Science 2.0.		
Description	**Source**	**Total**
B1.S1.A1 - Title 1 Enhancement Resources	Other	1,000
B1.S2.A1 - PD Funds for Teacher Training	Other	1,000
Total Goal 2		**2,000**