

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



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## **Winter Springs Elementary School**

**School Improvement Plan 2021-2022**

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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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## School Information

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### **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.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

Winter Springs employs parent and community involvement through various survey collections and local School Advisory Meetings. Stakeholders provide input to establish common goals and ideals aligned to our Seminole County mission and school wide goals. Input is utilized to collaborate and develop plans such as family events to impact the welfare and success of the school. Winter Springs encourages participation from a diverse population of families to ensure a fair representation of plan development.

### **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.**

Winter Spring's motto is "One Team, One Mission." We strive to make sure that all families feel welcome upon entry as part of our team. As new students arrive teachers build class rapport and acquaint students with WSES traditions and friendly culture. Parents are our partners. Teachers communicate daily through planners and schedule conferences several times a year or more as needed. Administration communicates family involvement events and school information via marquee, weekly school-wide communication, Skyward, grade level newsletters, and social media platforms such as Twitter and Facebook. In addition, flyers and letters are sent in multiple languages to ensure that all families have the opportunity to understand the details.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

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 stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may 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.**

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.

**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.**

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WSES staff and students are Respectful, Responsible, and Ready to Learn. The school communicates the expectations from the first day of school and reinforces on a daily basis to build a safe learning environment. One minute is provided each morning starts our day to allow students to self-reflect with a mindful moment. In addition, our Guidance Counselor provides resources to each classroom teacher to incorporate social-emotional learning during the school-wide scheduled time. Our behavior support team takes deliberate care to ensure that our staff is adequately prepared to assimilate the social-emotional topics within their classroom. These topics are also shared with our families so discussions can continue at home. This team also works with students in counseling groups or mentoring individually when there is a need. The staff and administration work together to ensure the system is fairly and consistently enforced.

**Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.**

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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 disaggregated 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., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet 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 OR a substantial reading deficiency in Kindergarten through 5th grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to ascertain data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent communication through invitations and conferences.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Amy Barone	Principal	<a href="mailto:amy_barone@scps.k12.fl.us">amy_barone@scps.k12.fl.us</a>	Instructional Leader, Administrative School Budget, PLC Data Chats, SAC, PTA, Classroom and Behavior Support, Parent and Staff Communication, and Non-Instructional Evaluations/Initiatives
Lindsay Todd	Assistant Principal	<a href="mailto:lindsay_todd@scps.k12.fl.us">lindsay_todd@scps.k12.fl.us</a>	Test Coordinator, Administrative PLC Data Chats, ELA and Math Intervention, MTSS, Student Study, ESE, ESOL, Dividend Coordinator, PBS, Professional Development, Master Calendaring
Shayne Harber	Instructional Coach	<a href="mailto:harbersc@scps.k12.fl.us">harbersc@scps.k12.fl.us</a>	Intermediate ELA and Math iReady Champion, MTSS, Intervention Facilitator, Lead Tutorial Teacher, Classroom Support, Data Analysis, PLC Meetings, Intermediate resource
Ashley Green	Instructional Coach	<a href="mailto:ashley_green@scps.k12.fl.us">ashley_green@scps.k12.fl.us</a>	Primary ELA and Math iReady Champion, MTSS, Intervention Facilitator, Lead Tutorial Teacher, Classroom Support, Data Analysis, PLC Meetings, Primary Resource
Hannah Metzger-Starcher	Guidance Counselor	<a href="mailto:hannah_metzger-starcher@scps.k12.fl.us">hannah_metzger-starcher@scps.k12.fl.us</a>	Student Study, MTSS, Small Group-Social Emotional Resource, Truancy, Social Work, Hospital Homebound, OT/PT, ESE Student Study
Missy Jones	STEAM Coach	<a href="mailto:missy_jones@scps.k12.fl.us">missy_jones@scps.k12.fl.us</a>	ETF, SMART Lab Teacher, Science Classroom Support, Club Sponsor, K-5 CS202, Blended Learning and Science PLC's, News Room equipment and training crew
Jane Millen	Behavior Support	<a href="mailto:jane_millen@scps.k12.fl.us">jane_millen@scps.k12.fl.us</a>	Title 1, Family and Community Liaison, Business Partners, Classroom Support, FIN Coordinator

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Ashley Green	Primary Instructional Coach	<a href="mailto:greenae@scps.k12.fl.us">greenae@scps.k12.fl.us</a>	Review Academic data points, locate/create resources to support standards, provide materials for differentiated needs
Shayne Harber	Intermediate Instructional Coach	<a href="mailto:harbersc@scps.k12.fl.us">harbersc@scps.k12.fl.us</a>	Review Academic data points, locate/create resources to support standards, provide materials for differentiated needs
Missy Jones	STEAM Instructional Coach	<a href="mailto:missy_jones@scps.k12.fl.us">missy_jones@scps.k12.fl.us</a>	Review Academic data points, locate/create resources to support standards, provide materials for differentiated needs, Media Center circulation, leads Book Fairs

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## Public and Collaborative Teaching

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

Winter Springs Elementary uses a variety of strategies to encourage a positive working environment where teachers can collaborate and build positive relationships. Our theme is "One Team, One Mission" and that collaborative culture is evident in staff meetings and PLC's as well as in everyday contacts. As a professional learning community, Academic Coaches, Administration, and Teachers meet regularly to share resources and analyze data to meet student needs with instruction. Teachers will have the opportunity to observe other classrooms to gain ideas and strategies in Peer-to-Peer Instructional Rounds during their PLC time.

### **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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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 collaborative opportunities through our monthly new teacher meetings. 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.**

Our 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 Instructional Practices Specialist 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 New Educator Support Team (NEST) mentor, he or she is working with an individual who has been trained by our county and its partners 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. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital learning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

**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.**

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Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We 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 are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. 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.



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## Student Transition and Readiness

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**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 Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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

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.

**Identify the career and technical education programs available to students and industry or community organizations.**

Winter Springs Elementary's Program of Enrichment focuses on "Full STEAM ahead!" Our focus is technology immersion via Science, Technology, Engineering, Arts, and Math/Media. The SMART Lab offers hands-on Science experiments and technology innovations such as 3-D Printing and Robotics. Facilitated by our Digital Learning Leader/ ETF, teachers bring their classes to the SMART Lab on a rotating basis to learn Blended Learning strategies with their students.

## Elementary Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

  

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

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## Essential Instructional Priority 1 – Quality Instruction

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### Student Owned Progress Monitoring Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Student Data Notebooks (K - 2 Paper Based, 3 - 5 Digital)	Administration, Coaches, Teachers, Students	August - May	Y	Weekly	Weekly Monitoring with Teacher Feedback, Quarterly Completed Student Data Notebooks, Teacher Feedback in iObservation, Classroom Walkthroughs
Standards-Based Classrooms with Student Learning Targets/Success Criteria	Administration, Coaches, Teachers, Students	August -May	Y	Daily	Teacher Feedback in iObservation, Classroom Walkthrough, Student Work, PLC Discussions

## Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Leadership Team Data Meetings Winter Springs will hold monthly PLC's to monitor students growth in the lowest 30%. Track i-Ready Minutes, Pass Rates, and Standards, Track Formative Assessments, Monitor/Track Interventions	Administration, Instructional Coaches, Guidance, Teachers	August - May	Y	Weekly	Intervention Logs, Data Tracking Documents, Agendas, Data Board - Teacher Feedback in iobservation
Teacher Data Days for Instructional Planning Winter Springs will monitor and plan for all students to achieve one year's growth, in one year's time.	Administration, Instructional Coaches, Teachers	September - May	Y	Semester	Teacher Feedback in iObservation; Google Classroom Lesson Plans, Data Boards, Updated Action Plans, MTSS Data, Teacher Data Tracking Sheets
Tutorial Winter Springs will host AM, PM, and Saturday tutorial opportunities based on individual need for students in the lowest 30%.	Administration, Instructional Coaches, Teachers	October - April	N	Semester	Intervention Logs, Data Tracking Documents, iReady Growth Data, Attendance
MTSS/Intervention Winter Springs will monitor all students, particularly in the lowest 30% to meet their academic needs.	Administration, Instructional Coaches, Guidance, Teachers	August - May	Y	Weekly	MTSS Meeting Summary in Edinsight, Intervention Logs, Data Tracking Documents

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Leadership Team Meetings Winter Springs will monitor all students particularly those of high level 1's and 2's. Leadership team members will pair for coaching with a teacher of students with high 1's and 2's. Teachers will mentor students.</p>	<p>Administration, Instructional Coaches, Guidance, Teachers</p>	<p>August - May</p>	<p>Y</p>	<p>Weekly</p>	<p>Data Tracking Documents, i-Ready Data Growth, Teacher Feedback in i-observation</p>
<p>Tutorial Winter Springs will host AM, PM, and Saturday tutorial opportunities based on individual need for students in the lowest 30%.</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>October - April</p>	<p>N</p>	<p>semester</p>	<p>Intervention Logs, Data Tracking Documents, I-ready Growth Data, Attendance</p>
<p>Intervention Winter Springs will provide intervention based on individual need for students particularly those of high level 1's and 2's</p>	<p>Administration, Instructional Coaches, Interventionist, Teachers</p>	<p>August - May</p>	<p>Y</p>	<p>Daily</p>	<p>i-Ready Growth Data, Intervention Data Log</p>

### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Leadership Team Meetings Winter Springs will monitor all students particularly those of low level 3's. Teachers will mentor students.	Administration, Instructional Coaches, Guidance, Teachers	August - May	Y	Monthly	Data Tracking Documents, I-Ready Data Growth, Teacher Feedback in i-observation
Intervention Winter Springs will provide intervention based on individual need for students particularly those of low level 3's.	Administration, Instructional Coaches, Interventionist, Teachers	August - May	Y	Daily	i-Ready Growth Data, Intervention Logs

### Tutorial Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Intense Intervention	Instructional Coaches, Interventionist, Teachers	August - May	Y	Daily	i-Ready Growth Tracking
Morning and Afterschool Tutorial	Instructional Coaches, Interventionist, Teachers	October - April	N	Semester	i-Ready Growth Tracking

## Elementary Essential Instructional Priority 2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25



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## Essential Instructional Priority 2 – Conditions for Learning

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### Attendance Monitoring Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Winter Springs will monitor student attendance. Review Early Warning Reports, Teacher/Parent Conferences for Truancy at Leadership Meetings	Administration, Guidance, Teachers	August - May	N	Weekly	Skyward Attendance, Edinsight Early Warning, Truancy Letters, Conference Forms

**Safety Survey Action Plan**

<b>Topic Item</b>	<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Procedural Safety: Drills	Winter Springs Elementary School will monitor monthly drills with SAFE TEAM feedback such as maps, timing, and Raptor Alert system.	Administration , SAFE Team comprised of Behavior Support, Guidance, and selected teachers	August - May	Y	Monthly	Raptor Logs
Bully Prevention	Winter Springs Elementary School will implement a school-wide program where all staff is committed to reducing bullying and providing social emotional instruction to students for prevention.	Administration , Behavior Support, Guidance, Teachers	August - May	Y	Quarter	Behavior Logs

## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student Led Conferences- Students will be responsible to gather data and share their learning progress with their family. Teachers will monitor and support with differentiated resources that families can have access to.	Administration, Students, Classroom Teachers, Instructional Coaches	August-May	Y	Semester	Snapshot Survey, Monthly Staff Survey, and Semester Parent Survey
Communication- The school communicates weekly to all teachers/staff to ensure information on events is clear. All families receive an email on Saturday about the upcoming week and highlights about our school-wide areas of focus.	Administration	August-May	Y	Weekly	Snapshot Survey, Monthly Staff Survey, and Semester Parent Survey
Incentives- Academic Progress Celebration for students, Highlighting selected Staff Member of the Month, Consistent opportunities for Golden Tickets of Students and of Staff	Administration, Guidance, Behavior Support, Classroom Teachers	August-May	Y	Weekly	Snapshot Survey, Monthly Staff Survey, and Semester Parent Survey

## Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Behavior/Discipline	Winter Springs will monitor behavior and discipline with our PBS team. Positive Lunchroom Reward System, School-Wide, Golden Tickets, PBS Team Meetings, Student Support Groups (Guidance, Behavior, Social Worker, and Mental Health Counselor)	Administration , Guidance, Behavior Support, Teachers	August - May	Y	Monthly	Reduce Student Referrals, BIP's, ISS, OSS, Counseling

## Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

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## Essential Instructional Priority 3 – Skills for Future Ready Graduates

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### Advanced Opportunities and Monitoring Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Winter Springs will support AO students and monitor opportunities by providing equal access to all. Enrichment, Talent Development, Primes Math, STEAM, Lab and Special Rotations, Project Elevate PLC's	Administration, Instructional Coaches, Guidance, Teachers, Gifted Teacher	August - May	Y	Monthly	AO Data Increase in Learning Gains, Gifted Enrollment, and Grades C or Higher in Skyward

## Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Digital Collaborative Opportunities- Providing learning experiences through hands-on electro-magnetic training platforms. Students will create presentations, use online data notebooks, collaborate with peers in NearPod, and respond to instruction within Google Slide Decks.	Digital Learning Leader, Classroom Teachers	August-May	Y	Daily	Student data, iObservation Walk Throughs
Integration of CS2020 skills- Students will attend STEAM Class during specials each week which incorporates rigorous, 21st Century learning opportunities for future-ready graduates.	Digital Learning Leader	August-May	Y	Weekly	Student data, iObservation Walk Throughs

## Optional Action Plan

<b>Topic Item</b>	<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Additional Student Program Opportunities	Students will have Project Based Learning opportunities through Science and STEAM classes. Projects include the SCPS Physics Bus, Moon Map, Star Lab, Living Lab, and Robotics.	Digital Learning Leader	August-December	N	Quarterly	Student Data



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## Every Student Succeeds Act Instructional Priorities

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The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

*See data points in Quality Instruction for the subgroups listed below.*

### **School has a subgroup scoring below 42% on the FPPI**

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Yes

Finding(s):

Students with disabilities

## Action Plan

### 1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Our ESE Teachers and Instructional Support Teachers will collaborate on best practice strategies to identify differentiated resources that address needs based on student achievement data.	ESE Teachers, Instructional Support Teachers, Administration	August-May	Y	Weekly	iReady Pass Rate, Student Achievement Data, iObservation Walk Throughs
Schedules were created so that all students are receiving differentiated instruction within the classroom and then are developing their IEP goals with instruction with their ESE teacher as well. Administration and teachers will collaborate during data chats to ensure the layers of support are closing the needed achievement gaps.	Administration, ESE Teachers, Classroom Teachers	August-May	N	Monthly	iReady Pass Rate, Student Achievement Data, iObservation Walk Throughs

## **How will your school's culture and environment be monitored through the lens of behavior or discipline data?**

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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.

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.	Fully
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Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.	Fully
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All paraprofessionals receive professional development on ways to support SWDs in gen. ed.	Partially Almost
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## Action Plan

### Indicator 1

School data reflect that all SWDs, ages 3-5, receive special education and related services in regular Pre-K and kindergarten classes.

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Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Collaboration- General and special education teachers regularly collaborate to plan and implement weekly lessons based on Florida standards for Pre-K and kindergarten.	Administration , Guidance, ESE Teachers, VPK Teacher	August - May	Y	Monthly	Schedules of SWDs ages 3-5 indicating the location(s) where related services are provided to those students. Data showing the percentage of time each SWD, ages 3–5, spends with same-age peers without disabilities. Teacher lesson plans indicating appropriate curriculum adaptations or interventions for SWDs in the general education, early childhood curriculum.

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**Indicator 2**

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Planning- The school master schedule reflects collaborative planning time for collaborative teaching teams. Administrators provide structures for release time for planning (e.g., floating substitute teachers, duty release). Administrators ensure that teacher duty assignments are distributed across all staff, allowing time for collaborative teachers to plan. In addition, all Professional Developments will include ESE and General Education Teachers.	Administration , ESE Teachers, General Education Teachers	August - May	Y	Monthly	Master Schedule, Teachers' Lesson Plans, Agendas and Logs from Collaborative Planning Sessions, Walkthrough Notes from Teacher Planning Meetings

### Indicator 3

All paraprofessionals receive professional development on ways to support SWDs in gen. ed.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Training- Paraprofessionals receive ongoing training on topics relative to their work responsibilities (e.g., the nature of specific disabilities and impact on learning; providing communication, physical, social and academic supports).	Administration , Guidance, ESE Team, Paraprofessionals	August - May	Y	Quarterly	Professional Development Logs, Pre- and Post-Assessments, Checklists, Paraprofessional Interviews, Paraprofessional Team Meetings, Job Descriptions, Paraprofessional Schedules

## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Data Analysis	1	Monthly	By collections of i-Ready and Formative Assessments, teachers can utilize this PD to improve differentiated instruction to meet the students individual needs for standards mastery and or intervention.	Professional Learning Community	School-Wide (Instructional K - 5)	Administration, Instructional Coaches, Guidance, Teachers
ELA and Math PLC's	1	Weekly	Teachers will dissect student standard analysis data to improve differentiated instruction in lesson plans and intervention planning to close achievement gaps and build students standards mastery.	Professional Learning Community	School-Wide (Instructional K - 5)	Administration, Instructional Coaches, Guidance, Teachers
Safety & Security PD	2	Quarterly	School safety data will be used to review and monitor with staff to ensure a contingent plan of continuity with procedures.	Professional Development	School-Wide (Instructional and Non-Instructional)	Administration, SRD
Teachers will collaborate with the STEAM Instructional Coach to analyze data of taught standards and to look ahead at upcoming standards.	C.3	August-May	Science scores will increase and integration through other curriculum pieces will be implemented.	Grade Level Teacher Teams	50	Administration, Academic Coaches, Classroom Teachers



Differentiation- Teachers will utilize county instructional plans and state standards to identify the expected level of performance. Through collaboration, teams will find differentiated resources to scaffold individualized instruction that is based upon student performance data.	B1.1.1	August-May	We will analyze iReady Diagnostic Results to determine efficacy of the implementation of the differentiation strategies. That data will also guide our interventions, classroom instruction, and ESE supports based on domain needs.	School-Wide	50	Administration, Academic Coaches, ESE Teachers, Classroom Teachers, Behavior Support Team
MTSS	1,2	Weekly	Through examination of student data points, teachers will problem solve and define the best course of action plans to meet the students instruction needs such as developing lessons plans for intensive intervention with a specific foundation deficit.	Professional Learning Community	School-Wide (Instructional K - 5)	Administration, Instructional Coaches, Guidance, Teachers
Instructional Rounds	1,2	Semester	To build on Teacher-to-Teacher trust, teachers will be given an opportunity to participate in instructional rounds for both qualitative analysis of research based best practices from a master teacher.	Professional Learning Community	School-Wide (Instructional K - 5)	Administration, Instructional Coaches, Teachers
SCPS Learner-Centered Environments, Quality	1,2,3	Monthly	Teachers will utilize the Marzano Protocols with the Depth of Knowledge (DOK) to reflect and improve best practices for research based instruction and assess the their own professional growth based on indicator evaluations.	Professional Development	School-Wide (Instructional K - 5)	Administration, Instructional Coaches, Guidance, Teachers