Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

Winter Springs Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		83.9%	5% +	88.9%	68.6%	N
High standards Level 4+		50.0%	5% +	55.0%	37.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	82.8%	5% +	87.8%	70.4%	N
	Black	94.4%	3% +	97.4%	76.9%	N
	Hispanic	79.2%	5% +	84.2%	59.7%	N
	ELL	87.5%	5% +	92.5%	55.6%	N
	SWD	70.0%	5% +	75.0%	63.0%	N
	ED	80.5%	5% +	85.5%	62.4%	N
Learning Gains		68.5%	5% +	73.5%	64.0%	N
Lowest 25% making Learning Gains		62.5%	5% +	67.5%	66.7%	N
Learning Gains Levels 4/5		40.0%	10% +	50.0%	84.6%	Y
Learning Gains in AYP subgroups						
	White	65.7%	5% +	70.5%	67.2%	N
	Black	73.3%	5% +	78.3%	75.0%	N
	Hispanic	66.7%	5% +	71.7%	53.3%	N
	ELL	60.0%	5% +	65.0%	63.2%	N
	SWD	70.6%	5% +	75.6%	57.6%	N
	ED	67.4%	5% +	72.4%	62.2%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		80.3%	5% +	85.3%	61.4%	N
High standards Level 4+		57.2%	5% +	62.2%	30.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	83.9%	5% +	88.9%	66.9%	N
	Black	72.2%	5% +	77.2%	46.2%	N
	Hispanic	73.1%	5% +	78.1%	47.8%	N
	ELL	81.3%	5% +	86.3%	51.9%	N
	SWD	80.0%	5% +	85.0%	60.9%	N
	ED	75.4%	5% +	80.4%	51.9%	N
Learning Gains		66.7%	5% +	71.7%	51.1%	N
Lowest 25% making Learning Gains		64.5%	5% +	69.5%	38.3%	N
Learning Gains Levels 4/5		100%	0% +	100.0%	86.8%	N

Learning Gains in AYP subgroups						
	White	68.7%	5% +	73.7%	53.3%	N
	Black	86.7%	5% +	91.7%	12.5%	N
	Hispanic	51.4%	5% +	56.4%	45.5%	N
	ELL	80.)%	5% +	85.0%	68.4%	N
	SWD	47.1%	5% +	52.1%	45.5%	N
	ED	67.0%	5% +	72.0%	50.0%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		92.5%	3% +	95.5%	85.0%	N
High standards Score 6.0		7.5%	5% +	12.5%	0.0%	N
Proficiency Score in AYP subgroups						
	White	89.7%	5% +	94.7%	81.3%	N
	Black	87.5%	5% +	92.5%	100.0%	Y
	Hispanic	100.0%	0	100.0%	88.0%	N
	ELL	100.00%	0	100.0%	100.0%	N
	SWD	75.0%	5% +	80.0%	91.7%	Y
	ED	90.0%	5% +	95.0%	84.3%	N
High standards Score 6.0 in AYP subgroups						
	White	5.1%	5% +	10.1%	0.0%	N
	Black	25.0%	5% +	30.0%	0.0%	N
	Hispanic	7.1%	5% +	12.1%	0.0%	N
	ELL	0.0%	5% +	5.0%	0.0%	N
	SWD	0.0%	5% +	5.0%	0.0%	N
	ED	6.0%	5% +	11.0%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		37.0%	10% +	47.0%	46.8%	N
High standards Level 4+		7.4%	10% +	17.4%	17.4%	Y
Proficiency Level 3+in AYP subgroups						
	White	41.7%	5% +	46.1%	44.7%	N
	Black	25.0%	5% +	25.0%	66.7%	Y
	Hispanic	30.0%	5% +	35.0%	42.1%	Y
	ELL	75.0%	5% +	80.0%	20.0%	N
	SWD	100.0%	0%	100%	47.6%	N
	ED	37.5%	5% +	42.5%	42.1%	N
High standards Level 4+ in AYP subgroups						
	White	12.5%	5% +	17.5%	21.1%	Y
	Black	0.0%	5% +	5.0%	0.0%	N

	Hispanic	0.0%	5% +	5.0%	5.3%	Y
	ELL	25.0%	5% +	30.0%	0.0%	N
	SWD	0.0%	5% +	5%	33.3%	Y
	ED	7.5%	5% +	12.5%	9.2%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	20.0%	30% +	50.0%	56.0%	Y
Performance in advanced coursework	88.0%	5% +	93.0%	100.0%	Y

Discipline Goals					
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: ESE	32%	5% -	28%	22.2%	Y
Out-of-school suspensions (unduplicated) Subgroup: ESE	9%	5% -	4%	100%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95.0%	3% +	98.0%	98.9%	Y
At-Risk students graduating or advancing with age-level peers	93.0%	5% +	98.0%	98.8%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Technology Club/Hispanic	27.0%	5% +	32.0%	19%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase the percentage of parents who participate in school activities.	41.0%	5% +	46.0%	42%	N

Goal Summary
Number of Goals Met: <u>14</u>
Number Not Met: <u>56</u>
Number Partially Met: <u>0</u>

CARRY OVER GOALS
2012-2013

Winter Springs Elementary will continue to encourage and maintain a strong commitment to parent involvement and Dividend (volunteer) program during the 2012-2013 school year. Building strong relationships with parents and the community is important for student academic achievement and success. The administration and staff of Winter Springs Elementary will continue to encourage volunteers to support our students in the classroom. This will be accomplished through programs such as Teach-In, PTA events, field trips and other special events. In addition, the staff at Winter Springs Elementary will encourage the parents to participate in conferences and trainings.

READING GOALS

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		68.6%	181 / 264	5% +	73.6%
2. Proficiency Level 3.0+ in subgroups:					
	White	70.4%	119 / 169	5% +	75.4%
	Black	76.9%	10 / 13	5% +	81.5%
	Hispanic	59.7%	40 / 67	5% +	64.7%
	ELL	55.6%	15 / 27	5% +	60.6%
	SWD	63.0%	29 / 46	5% +	68.0%
	ED	62.4%	113 / 181	5% +	66.4%
3. High Standards Level 4.0+		37.5%	99 / 264	5% +	42.5%
4. Learning Gains		64.0%	121 / 189	5% +	69.0%
5. Lowest 25% Making Learning Gains		66.7%	32 / 48	5% +	71.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		26.2%	17 / 189	5% +	31.5%
7. Learning Gains Levels 4/5		84.6%	55 / 65	5% +	89.6%
8. Learning Gains in subgroups:					
	White	67.2%	82 / 122	5% +	72.2%
	Black	75.0%	6 / 8	5% +	80.0%
	Hispanic	53.3%	24 / 45	5% +	58.3%
	ELL	63.2%	12 / 19	5% +	68.3%
	SWD	57.6%	19 / 33	5% +	62.6%
	ED	62.2%	79 / 127	5% +	67.2%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Monitor student progress by analyzing data from Discovery Education assessments, Success Maker reports, grade level common assessments and all data points. Communicate results of assessments to parents through parent-teacher conferences, student led conferences, MTSS, progress reports, report cards, and Success Maker reports.	1-8	limited time, limited personnel, identifying areas of weaknesses of student	Admin, Classroom teachers, School Leadership Team, Title I Staff	ongoing	Success Maker reports, Discovery Education assessments	or, t, TI
Utilize inclusion model for all ESE and ELL students in grades K-5.	1-8	limited personnel	Admin, Classroom teachers, ESE Teachers, ELL Teachers	annually	FCAT, administration walkthroughs	im, st, sss
Conduct Parent-to-Kid Backpack Program for grades 1 & 2 and K-5 ELL students.	1, 2, 4, 5, 8	transportation for families	Admin, Teachers, ELL Teachers, Title I Staff	ongoing	Success Maker reports, Discovery Education assessments	b, im, or, st, t, TI
Provide on-going professional development in effective strategies for teaching reading including phonemic awareness, phonics, vocabulary, fluency, and comprehension.	1-8	lack of funding, lack of PD time	Admin, Classroom Teachers, School Leadership Team	baseline and midyear	Discovery Education assessments, administration walkthroughs	b, im, or, t
Provide 90 minute Instructional Reading Blocks at all grade levels.	1-8	limited time	Admin, Classroom Teachers	ongoing	Success Maker reports, Discovery Education assessments, administration walkthroughs	im, st

Provide a 30 minute reading intervention/enrichment block for students in grades K-5.	1-8	Resources, identifying areas of weaknesses of student	Admin, Classroom Teachers, Resource Teachers	ongoing	Success Maker reports, Discovery Education assessments, administration walkthroughs	im, or, st, tech
Utilize differentiated instruction to target specific skill deficiencies in reading.	1-8	Resources, identifying areas of strengths and weaknesses of student	Admin, Classroom Teachers, Resource Teachers	ongoing	Success Maker reports, Discovery Education assessments, administration walkthroughs	im, or, st, tech
Provide After School Tutorial to students in need who qualify.	1, 2, 4, 5, 8	lack of funding, personnel, identifying areas of weaknesses of student	Admin, Teachers, Tutorial Coach	ongoing	Discovery Education assessments, Success Maker reports	b, im, st
Provide Tutorial rotations using substitutes at each grade level	1, 2, 4, 5, 8	lack of funding, identifying areas of weaknesses of student	Admin, Classroom Teachers, Substitutes, Title I Staff	ongoing	Success Maker reports, Discovery Education assessments	b, or, st, TI

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		61.4%	162 / 264	5% +	66.4%
2. Proficiency Level 3.0+ in subgroups:					
	White	66.9%	113 / 169	5% +	71.9%
	Black	46.2%	6 / 13	20% +	66.2%
	Hispanic	47.8%	32 / 67	20% +	67.8%
	ELL	51.9%	14 / 27	10% +	61.9%
	SWD	60.9%	28 / 46	5% +	65.9%
	ED	51.9%	94 / 181	10% +	61.9%
3. High Standards Level 4.0+		30.3%	80 / 264	5% +	35.03%
4. Learning Gains		51.1%	96 / 188	5% +	56.1%
5. Lowest 25% Making Learning Gains		38.3%	18 / 47	5% +	43.3%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		28.3%	15 / 188	5% +	33.3%
7. Learning Gains Levels 4/5		86.8%	46 / 53	5% +	91.8%
8. Learning Gains in subgroups:					
	White	53.3%	65 / 122	5% +	58.3%
	Black	12.5%	1 / 8	5% +	17.5%
	Hispanic	45.5%	20 / 44	5% +	50.5%
	ELL	68.4%	13 / 19	5% +	72.4%
	SWD	45.5%	15 / 33	5% +	50.5%
	ED	50.0%	63 / 126	5% +	50.0%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Implement 2012-2013 mathematics instructional plans, with focus on the Next Generation Sunshine State Standards in grades 2-5 and the Common Core Standards in grades K-1.	1-8	limited time, resources	Admin, Classroom Teachers	ongoing	benchmark assessments, Discovery Education assessments, class work samples, administration walkthroughs	im, st, t
Analyze student data to monitor student progress from Discovery Education assessments (K-5), Success Maker, and grade level assessments.	1-8	limited time, identifying areas of weaknesses of student	Admin, Classroom Teachers, Resource Teachers, Title I Staff	baseline, midyear	Discovery Education assessment, Success Maker reports	im, or, tech, TI
Implement small group instruction as identified through data analysis.	1-8	limited time, resources, identifying areas of strengths and weaknesses of student	Admin, Classroom Teachers, Resource Teachers, Title I Staff	ongoing	benchmark assessments, class work samples, administration walkthroughs	im, or, st, TI
Collaborate within the grade level team and with the resource teachers during regular planning meetings.	1-8	limited time	Admin, Classroom Teachers, Resource Teachers	ongoing	benchmark assessments, class work samples	im, or
Administer Math Discovery Education assessments and analyze the data to plan instruction.	1-8	limited time, personnel	Admin, Classroom Teachers, Resource Teachers	baseline, midyear	Discovery Education assessments	or, tech

Implement the PRIMES curriculum for students in grades 4 and 5.	3, 4, 6, 7	resources	Admin, Classroom Teachers	ongoing	benchmark assessments, Discovery Education assessments, class work samples, administration walkthroughs	im, st, t
Utilize tutorial funds to offer additional small group instruction.	1, 2, 4, 5, 8	lack of funding, identifying areas of weaknesses of student	Admin, Teachers	ongoing	benchmark assessments, class work samples	b, im, st
Provide After School Tutorial for students who qualify.	1, 2, 4, 5, 8	lack of funding, personnel, identifying areas of weaknesses of student	Admin, Teachers, Tutorial Coach	ongoing	benchmark assessments, class work samples	b, im, or, st

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		85.0%	68 / 80	5% +	90.0%
2. Proficiency Score 3.0+ in subgroups:					
	White	81.3%	39 / 48	5% +	86.3%
	Black	100.0%	1 / 1	0%	100.0%
	Hispanic	88.0%	22 / 25	5% +	93.0%
	ELL	100.0%	14 / 14	0%	100.0%
	SWD	91.7%	11 / 12	3% +	94.7%
	ED	84.3%	43 / 51	5% +	89.3%
3. High Standards Score 6.0		0.0%	0 / 80	5% +	5.0%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 48	5% +	5.0%
	Black	0.0%	0 / 1	5% +	5.0%
	Hispanic	0.0%	0 / 25	5% +	5.0%
	ELL	0.0%	0 / 14	5% +	5.0%
	SWD	0.0%	0 / 12	5% +	5.0%
	ED	0.0%	0 / 51	5% +	5.0%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Familiarize students with identifying the writing rubric and become proficient at scoring their own writing and sample writing pieces.	1-4	limited time, resources	Classroom Teachers	ongoing	student work samples, administration walkthroughs	im, or
Emphasize writing in the content areas at all grade levels.	1-4	resources	Admin, Classroom Teachers	ongoing	student work samples, administration walkthroughs	im, or
Administer a minimum of three progress monitoring writing prompts in grades K-5 to evaluate progress and plan instruction.	1-4	limited time, identifying areas of strengths and weaknesses of student	Admin, Classroom Teachers, Resource Teachers	baseline, midyear, end of year	District Writing Prompt, FCAT	or
Teachers will conduct writing conferences with students.	1-4	limited time, identifying areas of strengths and weaknesses of student	Admin, Classroom Teachers, Resource Teachers	ongoing	student work samples, administration walkthroughs	or
Integrate technology tools (e.g., mimio, word processing, power point presentation, ELMO's and digital cameras) for collaborative writing, communication, and publishing activities in the classroom and in the computer lab. (Title I)	1-4	resources	Admin, Classroom Teachers, Tech Support, Title I Support	ongoing	student work samples, administration walkthroughs	b, im, tech, t
Use data from writing assessments to remediate identified areas of need.	1-4	resources, limited time	Admin, Classroom Teachers	ongoing	student work samples, administration walkthroughs	or, st

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		46.8%	51 / 109	10% +	56.8%
2. Proficiency Score 3.0+ in subgroups:					
	White	44.7%	34 / 76	10% +	54.7%
	Black	66.7%	4 / 6	5% +	71.7%
	Hispanic	42.1%	8 / 19	5% +	47.7%
	ELL	20.0%	1 / 5	5% +	25.0%
	SWD	47.6%	10 / 21	5% +	52.6%
	ED	42.1%	32 / 76	5% +	47.1%
3. High Standards Score 4.0+		17.4%	19 / 109	5% +	22.4%
4. High Standards Score 4.0+ in subgroups:					
	White	21.1%	16 / 76	5% +	26.1%
	Black	0.0%	0 / 6	5% +	5.0%
	Hispanic	5.3%	1 / 19	5% +	10.3%
	ELL	0.0%	0 / 5	5% +	5.0%
	SWD	33.3%	7 / 21	5% +	38.3%
	ED	9.2%	7 / 76	5% +	14.2%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Utilize hands-on experiments to increase students understanding.	1-4	resources, limited time, lack of PD	Admin, Classroom Teachers, Title I Support	ongoing	benchmark assessments, grade level assessments, Discovery Education assessments, administration walkthroughs	b, im, or, TI
Analyze FCAT data to determine areas needing improvement.	1-4	Resources	Admin, Classroom Teachers, School Leadership Team	annually	FCAT	or
Utilize the Discovery Education assessment program to analyze data and plan instruction.	1-4	limited time, identifying areas of weaknesses of student	Admin, Classroom Teachers, Resource Teachers	baseline, midyear	Discovery Education assessments	or, tech
Implement the 2012-2013 Science Instructional Plans including the Next Generation Sunshine State Standards.	1-4	limited time	Admin, Classroom Teachers	ongoing	benchmark assessments, grade level assessments, administration walkthroughs	im, or, st, t
Implement inquiry based activities and writing extension activities in Science content.	1-4	resources	Admin, Classroom teachers	ongoing	benchmark assessments, grade level assessments, administration walkthroughs	im, or, st
Create common formative assessments to analyze students understanding of scientific concepts.	1-4	limited time, resources, identifying areas of weaknesses of student	Admin, Classroom teachers	ongoing	benchmark assessments, grade level assessments, administration walkthroughs	im, st

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS
Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students "participating" in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students "performance" in advanced coursework

Elementary School: Middle School level coursework
Middle School: High school level coursework
High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	20.0%	19/94	+2%	22.0%
2. Level of Performance	100.0%	19/19	0%	100.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Analyze FCAT Data and teacher recommendations to identify students from all curriculum subgroups for possible placement in PRIMES for 4th and 5th grade.	1, 2	resources	Admin, Classroom Teachers, School Leadership Team	annually	FCAT	or, st
Implement 2012-2013 4th and 5th grade PRIMES mathematics instructional plans in conjunction with the District plan for advanced course completion.	1, 2	limited time, lack of student motivation	Admin, Classroom Teachers	ongoing	benchmark assessments, class work samples, administration walkthroughs	im, st, t
Maintain a math resource room.	1, 2	resources	Admin, Teachers, Title I Support	ongoing	benchmark assessments, class work samples	b, or, st, TI
Provide enrichment materials/activities for students working above grade level.	1, 2	resources	Admin, Classroom Teachers, Resource Teachers	ongoing	benchmark assessments, class work samples, administration walkthroughs	im, or, st

DISCIPLINE GOALS

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ESE	22.2%	16.5%
2. Out-of-school suspensions (unduplicated)	ESE	28.4%	19.7%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Focus on character strategies within the class council time period.	1, 2	limited time	Admin, Classroom Teachers	ongoing	Class council notes	or
Meet with all grade levels throughout the year to review school wide behavior expectations.	1, 2	limited time	Administration	ongoing	Discipline referrals	or
Monitor discipline referrals.	1, 2	parental support	Admin, Behavior Leadership Team/MTSS	ongoing	Discipline referrals	or
Utilize positive behavior support through Behavior Leadership Team/MTSS Team.	1, 2	limited time	Admin, Behavior Leadership Team/MTSS	ongoing	Individualized behavior contracts, Discipline referrals	or
Identify exemplary practices among students and celebrate their success.	1, 2	resources	Admin, Classroom Teachers, Behavior Leadership Team/MTSS	ongoing	Report cards, Administrative walk throughs	or
Provide guidance lessons on character development, bullying, and treating others with respect.	1, 2	resources	Admin, Guidance, Title I Support	ongoing	Classroom observations	b, im, TI

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

Elementary School: Percent of students non-retained in all grades
Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades
Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	98.9%	610/617	1%	99.9%
2. At-Risk Promotion Level of Performance	98.8%	426/431	1%	99.8%

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide interventions for students in grades K-5.	1, 2	limited time, personnel	Admin, Classroom Teachers, Resource Teachers, Title I Support	ongoing	Success Maker reports, Discovery Education assessments, benchmark assessments, class work samples, FCAT, administration walkthroughs	im, or, st, sss, TI
Provide Tutorial for students that qualify.	1, 2	limited time, personnel	Admin, Teachers, Tutorial Coach	ongoing	Success Maker reports, Discovery Education assessments, benchmark assessments, class work samples, DA, FCAT	b, im, st
Monitor student performance through Professional Learning Communities.	1, 2	limited time	Admin, Classroom Teachers, Resource Teachers, School Leadership Team, Behavior Leadership Team	ongoing	Success Maker reports, Discovery Education assessments, benchmark assessments, class work samples, FCAT	im, or, st

Monitor student progress by analyzing data.	1, 2	limited time	Admin, Classroom Teachers, School Leadership Team, Behavior Leadership Team	ongoing	Success Maker reports, Discovery Education assessments, benchmark assessments, class work samples, FCAT	or, sss, st

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Robotics Club	Hispanic	33%	38%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Use multiple strategies to communicate with students and parents to increase awareness of clubs (newsletters, marquee, SynerVoice)	1	transportation	Admin, Classroom Teachers, ETF	end of year	enrollment in club	b, tech, im
Encourage students to participate in extracurricular clubs.	1	transportation, parent involvement	Admin, Classroom Teachers, ETF	mid-year end of year	enrollment in club	b, tech, im

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
 Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

Goal #1:   To increase the percentage of students participating in ePathways programs.
Goal #2   Continue to build parent participation in school activities.

School Defined Goal	Current	# of #-	% +/-	Expected
1. Increase the percentage of students participating in PRIMES 4 and 5.	22%	37/167	+ 2%	24%
2. Continue to build participation in school activities.	42%	260 of 617	5% +	47%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Offer PRIMES 4 and PRIMES 5 to high achieving students during the 2012-2013 school year.	class size amendment limitations, rigor of math instruction	Admin, 4th and 5th Grade Teachers	end of year	Master Schedule FCAT	im, or, st
Continue the Robotics Club after school for students.	transportation, parent awareness	Admin, Robotics Club Representative	end of year	enrollment in club	or, st, tech
Use multiple strategies to communicate with parents (newsletters, marquee, SynerVoice, Skyward)	lack of awareness, lack of technology	Admin, Staff members	end of year	sign in sheets at events	or, st, tech
Encourage families to volunteer to support our students in the classroom.	transportation	Admin, Staff members	end of year	Dividend counts	or, st, tech
Survey parents to see the most useful way to communicate: Facebook, Twitter, Newsletters, Skyward, etc.	limited resources	Admin.	end of year	Parent survey	or, st, tech

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Reading In-service with Dr. Kelley focused on the Common Core State Standards.	Reading Goals 1-8	August 2012, September 2012, October 2012, December 2012	improving student achievement	Grade level K-5teachers, resources teachers, ESE teachers, ESOL teachers, administration	50		Administration, Instructional Staff
Math In-service with Dr. Hopkins focused on the New Generation State Standards and the Common Core State Standards	Math Goals 1-8	September 2012, December 2012	improving student achievement	Grade level 3-5teachers, resources teachers, ESE teachers, ESOL teachers, administration	25		Administration, Instructional Staff
PLC Book Study on Marzano's "The Art and Science of Teaching"	Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4	Monthly	improving teacher instruction improving student achievement	Instructional Personnel	50		Administration, Instructional Staff
Multi-Tiered System of Support Professional Development In-services	Reading Goal 5 &7, Math Goal 5 & 7, Advanced Coursework Goals 1-2	Monthly meetings August 2012 - April 2012	improving teacher differentiation of instruction improving student achievement	Instructional Personnel	50		Administration, Instructional Staff

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$430.00
Adjustment:	$1611.00
Carry Over:	$0
Total Income:	$2041.00

EXPENDITURES	ACTUAL COST	BALANCE
		$ 2041.00
Conference Registrations for Kagan "Literacy Made Easy"	$ 434.00	$ 1607.00
Math Consultant – Dr. Hopkins	$ 100.00	$ 1507.00
Substitutes for Math Consultant Professional Development	$ 101.37	$ 1405.63
Security Systems	$ 1405.63	$ 0

CARRY OVER:

Total carry over for 2012-2013:   0

ADDENDUM 1
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *MTSS Leadership Team*.
Michelle Morrison: Principal, Jeff Fose: Assistant Principal, Mary Satkowiak: Guidance Counselor, Kim Moore: ESE, Kristina Rowley: Reading Coach

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The members of the MTSS Leadership team (Principal, Assistant Principal, Guidance Counselor, Reading Coach, ESE teacher) meet as needed to review student data and monitor growth. Each member of the team is a professional who uses student data to drive decisions that will enhance student learning. Winter Springs Elementary's MTSS Leadership team focuses on the success of all of our students. The team will meet monthly with grade level teams to review academic and discipline data. This team will focus on a collaborative approach for progress monitoring the academic growth of our students throughout the 2012-2013 school year.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
Winter Springs Elementary MTSS Leadership Team will track and monitor the growth of our students throughout the 2012-2013 school year. This team will suggest interventions and accommodations based on each student's individual needs to enable each student to make gains. Our goal is for all students to continue to make academic and behavioral growth, and the MTSS Leadership Team will be analyzing progress on a regular basis. This MTSS team will meet to discuss student data and progress on an ongoing basis. The MTSS team will meet with teachers on a monthly basis or earlier if needed.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
The MTSS Leadership team will use Discovery Education R/M, FCAT R/M/S, and other data available. Student discipline records will also be used. The MTSS Leadership team along with the instructional staff will continue to monitor students in each tier through the data.

5. Describe how the school-based RtI Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.
Training for the MTSS model and interventions will be conducted through staff meetings, Professional Learning Communities, School Leadership Team meetings, and Behavior Leadership Team meetings.

6. Describe the plan to train staff on MTSS.
Training for the MTSS model and interventions will be conducted through staff meetings, Professional Learning Communities, School Leadership Team meetings, and Behavior Leadership Team meetings. During the 2009-2010 school year, all of our teachers were formally trained on RtI and Tier I, II, and III interventions. During the 2012-2013 school year, Winter Springs Elementary will continue to implement and expand our teachers' knowledge of MTSS with a focus on adjusting instruction to promote students' growth.

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).
Michelle Morrison: Principal, Jeff Fose: Assistant Principal, Kristina Rowley: Resource, Marci Gould: Resource, Diane Lucci: Resource, Mary Johnson: Resource

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).
The members of the LLT Leadership team (Principal, Assistant Principal, Reading Coach, and Resource teachers) meet as needed to review student data and monitor growth. Each member of the team is a professional who uses student data to drive decisions that will enhance student learning. Winter Springs Elementary Literacy Leadership Team focuses on the success of all of our students. The team members meet monthly with grade level teams to review academic data. This team will focus on a collaborative approach for progress monitoring the academic growth of our students throughout the 2012-2013 school year.

3. What will be the major initiatives of the LLT this year?
The major initiatives of the LLT were determined by analyzing the results from the 2012 FCAT results. The results indicated a need to focus on Reading: 3rd grade - Comparisons/Reference/Research, including but not limited to similarities/differences, cause/effect, comparison, and contrast. 4th grade - Comparisons, including but not limited to similarities/differences, cause/effect, comparison, and contrast. 5th grade - Words and Phrases, including but not limited to antonyms, synonyms, and analysis/inferences. This information will be part of the topics discussed during will focus on increasing the fidelity to the reading plan and programs.

ADDENDUM 3 –LESSON STUDY

Please briefly summarize how professional development activities related to "Lesson Study" will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

The Winter Springs Elementary Staff will continue to use effective teaching strategies for instruction and will have high-level expectations for all students. The School Leadership Team and Grade Level Teams (Professional Learning Communities) will meet weekly to disaggregate data from benchmark/common assessments and mini assessment results. The staff will increase their instructional proficiency by attending standards-based Math training, Technology training, Literacy trainings and Marzano's "The Art of Teaching" in-services. Common planning times will be used to focus on collaboration among and between teachers, administrators, coaches and other faculty and staff. Teachers will explore what was successful and what needs to be re-taught according to the data collected by student work and assessments. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC's. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement.

School Name: _____

I. **Assurances**
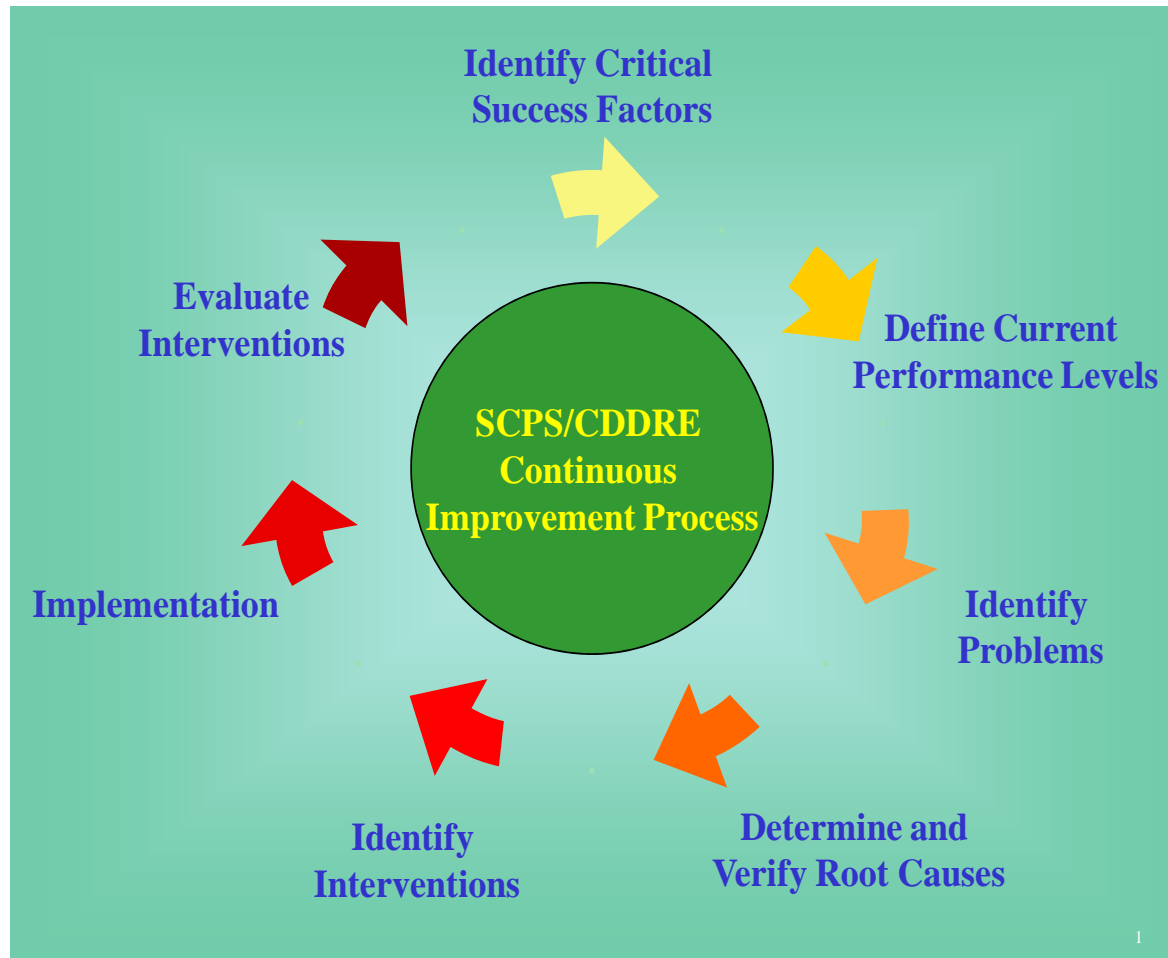
These items are required elements of your Title I Schoolwide Program. The principal must mark with an "X" each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State's challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. <u>Initiatives</u>

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

Students with Academic Deficiencies Initiative(s):
If a student does not show adequate academic growth in the classroom the teacher will meet with the MTSS team. The teacher will provide data collected that demonstrates a need for additional support. The MTSS team and the teacher will discuss the student's progress. The team will provide support/suggestions to the teacher to help the student and then determine the next meeting date. If adequate growth is not seen then the MTSS team will meet again and the student will be placed in the TIER process (TIER II). Additional support will be provided. If the student continues to not show adequate growth the student will be given a different curriculum, additional support and placed on TIER III. After a set amount of time, if the student is still struggling, the student will be recommended for academic testing. Any time during the process steps can be modified to best meet the students' needs.

School Improvement Goal(s) that support the Initiative(s):
Reading Goal 2, 5, 8 Math Goal 2, 5, 8

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2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

<u>Reading Initiative(s):</u>
Winter Springs Elementary has budgeted funds to collaborate with a reading consultant from the University of Central Florida. Dr. Kelly will provide trainings on researched based strategies with K-5 teachers, resources teachers, ESE and ESOL teachers. The focus will be based on best practices for instruction in reading fluency, vocabulary development and reading compression strategies. Winter Springs Elementary will provide training for ELL Parents as Reading Partners and Parent to Kids Back Pack Reading Program. This program provides instruction and materials to ELL parents to help them teach their children to read.

School Improvement Goal(s) that support the Initiative(s):
Reading Goals 1-8

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?
The trainings are focus on the NGSSS and CCSS. Winter Springs structured the training after analyzing data to determine academic needs. The consultant provided appropriate research-based instructional materials and strategies to the grade levels based on data and team needs. Based upon the resources provided and skills learned, the teachers will develop lessons focused on grade level and individual student needs.

Math Initiative(s):
Winter Springs Elementary has budgeted funds to collaborate with a math consultant from the University of Central Florida. Dr. Hopkins will provide training on researched based strategies with grades 3-5 teachers, resources teachers, ESE and ESOL teachers. Dr. Hopkins and the instructional staff will develop lesson plans to implement in the classroom based on the NGSSS.

School Improvement Goal(s) that support the Initiative(s):
Math Goals 1-8

3. **Use of Data -** Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s):
The instructional staff at Winter Springs Elementary uses a variety of data points to drive instruction. Some examples are common assessments, Success Maker reports, Discovery Education assessments, benchmark assessments, class work samples and FCAT. The grade level teachers, resource teams and administration meet regularly during PLC times to examine data and decide on academic needs for the grade level and individual students. After determining instructional needs the team creates/uses common assessments to evaluate the students' progress.
School Improvement Goal(s) that support the Initiative:
Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4

4. **Support for SubGroups -** Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s):
Winter Springs Elementary will provide training for ELL Parents as Reading Partners and Parent to Kids Back Pack Reading Program. This program provides instruction and materials to ELL parents to help them teach their children to read.

Seminole County will provide workshops on both math and writing concepts to help parents help their children. Winter Springs will provide registration forms for writing (grades 3 and 4) and reading (grades K-5).

School Improvement Goal(s) that support the Initiative(s):
Reading Goals 2 & 8, Math Goals 2 & 8, Writing Goals 2 & 4

5. **Extended Day -** Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

Extended Day/Year Initiative(s):

During the school year students will be offered several academic opportunities outside the regular school day. All Winter Springs Elementary students have access to Successmaker at home from an internet based computer. All 3rd grade students have the opportunity to use this program 30 minutes each day before school.

Struggling students in grades 3-5 have access to before/after school tutorial. These services are based on academic needs.

3rd grade students that make a level 1 or 2 on the FCAT will be given the opportunity to attend Seminole County's Summer Reading Camp. These students will be provided intensive reading instruction during the summer.

School Improvement Goal(s) that support the Initiative:

Reading Goals 1-8, Math Goals 1-8

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s):
Winter Springs will participate in the SCPS Red Bag Food Campaign and the Hygiene Supply Program for our students and families.

School Improvement Goal(s) that support the Initiative:
Discipline Goal 1 & 2

7. **Professional Learning -** Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s):

Based on the 2012 FCAT data and staff surveys, the instructional staff will implement instructional strategies learned from Dr. Hopkins' standards-based, math trainings. Kindergarten, First and Second grades are working with the Common Core Standards. Third, Fourth and Fifth grades are working with the NGSSS.

Based on the 2012 FCAT data and staff surveys, the instructional staff will implement instructional strategies learned from Dr. Kelley's standards-based reading trainings. Each grade level has selected a reading focus that is pertinent to the academic needs of their students.

School Improvement Goal(s) that support the Initiative(s):
Reading Goals 1-8, Math Goals 1-8

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s): Winter Springs Elementary collaborates with the Voluntary PreK Department to offer VPK services on campus. Parents of VPK students are welcome to attend all WSE functions. FLKRS data is analyzed by the PreK Department and shared with administration.

School Improvement Goal(s) that support the Initiative(s): Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4

9. **Family Engagement -** Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s):
Winter Springs uses multiple strategies to communicate with parents (newsletters, marquee, SynerVoice, Skyward). It is encouraged that families volunteer to support the students in the classroom. WSE surveys parents to see the most useful way to communicate: Facebook, Twitter, Newsletters, Skyward, etc.

School Improvement Goal(s) that support the Initiative:
Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4

ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	29.9%	178/596	31%	60.9%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Use multiple strategies to communicate with parents (newsletters, marquee, SynerVoice, Skyward)	1	lack of awareness, lack of technology	Admin, Staff members	end of year	sign in sheets at events	or, st, tech
Survey parents to see the most useful way to communicate: Facebook, Twitter, Newsletters, Skyward, etc.	1	limited resources	Admin	September	parent survey	or, st, tech
Provide multiple opportunities to learn about and register for Parental Portal.	1	lack of awareness, lack of technology	Admin, Staff Members	Fall	data collected from Parental Portal	or, st, tech

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Winter Springs Elementary will offer PRIMES 4 and PRIMES 5 to high achieving students during the 2012-2013 school year. PRIMES 4 will be offered from 9:45-10:45 Monday, Tuesday, Thursday, Friday and from 12:45-1:45 on Wednesday. PRIMES 5 will be offered from 8:45-10:00 Monday, Tuesday, Thursday, Friday and from 11:45-12:45 on Wednesday. Each PRIMES course will last the duration of the 2012-2013 school year.

Winter Springs will continue an after school ROBOTICS club during the 2012-13 school year. The Gifted students will also interact with the Robotics program during the instructional day. The Robotics club and Gifted students will interact with the Robotics program once a week.

Winter Springs will continue the Technology Club after school. The Technology Club will be open to 3rd, 4th, and 5th grade students. Students will learn about the major components of computers and networks. Students will also learn the basics of Microsoft Word, Excel, and PowerPoint. Equipment such as video cameras, digital cameras, video projectors, and scanners will also be shared.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Offer PRIMES 4 and PRIMES 5 to high achieving students during the 2012-2013 school year.	class size amendment limitations, rigor of math instruction	Admin, 4th and 5th Grade Teachers	end of year	FCAT	im, or, st
Continue the Robotics Club after school for students.	transportation, parent awareness	Admin, Robotics Club Representative	end of year	enrollment in club	or, st, tech
Continue the Technology Club after school for students.	transportation, parent awareness	Admin, Tech Club Representative	end of year	enrollment in club	or, st, tech

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE goal: Teach-In, Speakers Bureau, and Field Trips

Current CTE Practices: All elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science, and social studies curriculum.
 CTE for 2012-2013: Continue to expose all elementary level students to Career and Technical workforce related opportunities through standard based mathematics, science, and social studies curriculum.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Ensure that all students have opportunities to attend field trips and participate in Teach-In activities	Funding, Number of Teach-In speakers	Administration, teachers	Ongoing all year	Number of students participating, number of Teach-In presenters	b, st
Middle school presentations to showcase all middle school options for vocational and magnet programs	Scheduling of classes based on test results	Administration, teachers	Fall and Spring	Enrollment data	b, or, st

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**66**	**69**	**72**	**75**	**77**	**80**	**83**
American Indian							
Asian							
Black/African-American	65	77	71	74	77	80	83
Hispanic	58	60	65	69	72	76	79
White	72	71	77	79	81	84	86
English Language Learners	69	56	74	77	79	82	85
Students with Disabilities	50	43	58	63	67	71	75
Economically Disadvantaged	63	63	69	72	75	78	82

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**69**	**62**	**74**	**77**	**79**	**82**	**85**
American Indian							
Asian							
Black/African-American	60	46	67	70	73	77	80
Hispanic	63	48	69	72	75	78	82
White	73	67	78	80	82	84	87
English Language Learners	69	52	74	77	79	82	85
Students with Disabilities	54	40	62	66	69	73	77
Economically Disadvantaged	64	52	70	73	76	79	82

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Michelle Morrison	10/10/12	Heather Booth	10/10/12		
INSTRUCTIONAL		Jack Bradshaw	10/10/12		
Claude Archie	10/10/12				
		Stephanie DeGrazio	10/10/12		
Cheryl Carlson	10/10/12				
		Annette Perez Lopez	10/10/12		
Jake Novak	10/10/12				
		Toni Ann Ranta	10/10/12		
		Suzanna Silva	10/10/12		
		Carol Waters	10/10/12		
NON-INSTRUCTIONAL					
Michele Stuckey	10/10/12				