

The School District of Lee County

Spring Creek Elementary School



2015-16 School Improvement Plan

Spring Creek Elementary School

25571 ELEMENTARY WAY, Bonita Springs, FL 34135

<http://spc.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Spring Creek's purpose is to collaboratively achieve personal and academic excellence in an engaging, safe, and trusting environment of shared leadership.

Provide the school's vision statement

Spring Creek's vision is to prepare our students for world-class learning.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Spring Creek is a "Leader in Me" school, and we have implemented leadership programs for our students which allow them opportunities to build relationships among their peers and teachers. Spring Creek Elementary is in its fourth year of Positive Behavior Support implementation. As a PBS school, we emphasize positive learning environments for teachers and students. We also have a mentoring program for students who require additional support. Classrooms participate in Team Building activities in order to establish positive relationships between students. This program also emphasizes the recognition of positive student behavior.

Spring Creek Elementary has a large Hispanic population, teachers, parents, and students celebrate National Hispanic Heritage Month, September 15-October 15. During this celebration, local Hispanic leaders are invited to present during our evening literacy events. The Hispanic culture is highlighted through dance, music, and food.

Each year, our 5th grade students participate in a Gallup Survey and the results are used to improve student school experiences especially in the area of students feeling connected to the school environment.

Describe how the school creates an environment where students feel safe and respected before, during and after school

This year Spring Creek is formally a "Leader In Me" school. Staff members have implemented leadership programs for our students. Students have an opportunity to participate in our Ambassador Leadership Club, where students take leadership roles in many activities before, during, and after the school day such as, taking new students on tours and welcoming visitors to our campus. Additional examples of leadership roles are morning News Crew, and students of various grade levels hosting and facilitating evening school events.

Our school has a strong relationship with several after-school community based tutoring programs. Local organizations such as the Boys & Girls Club, New Horizons Tutoring, YMCA, Sports Club International, and Catholic Charities provide their own busing to transport many of our needy students to free after-school extracurricular activities and tutoring opportunities. These agencies communicate frequently with our school faculty regarding progress of the students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Spring Creek Elementary, Positive Behavior Support (PBS) is a program that aims to build an effective environment in which positive behavior is more effective than problem behavior. It is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBS emphasizes positive reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

Through the implementation of Positive Behavior Support, classroom teachers will;

- *Teach students proper school expectations
- *Recognize students for making good decisions
- *Develop responsibility
- *Improve academic achievement
- *Provide consistency throughout the school
- *Reduce school discipline referrals
- *Students earn school privileges

Panther Pride at Spring Creek Elementary is displayed by modeling the following attributes;

- *Purpose
- *Respect
- *Integrity
- *Dedication
- *Enthusiasm

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

At Spring Creek Elementary, all students have the opportunity to meet with our School Counselor. Students know that they can self refer and/or request counseling through their teacher and/or parent. All new students to Spring Creek are invited to join our "Newcomers Club." Through this club students are introduced to other new students to our school, as well as a variety of ways they can become involved within our school community.

Our School Counselor schedules frequent classes to all grade levels where she discusses anti-bullying, internet safety, leadership skills, and peer conflict resolution. She also conducts small group counseling for grief, divorce, and other support sessions.

MTSS behavior plans provide interventions and social-emotional support for our students. The following interventions may be a part of a PBIP but they are also used outside of the MTSS process.

Early Warning Systems

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

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

Teachers monitor absences and contact parents if there is a concern. After each daily absence, a message is sent through ParentLink, informing parents of a child's absence. If the absences continue, teachers notify administration and our school's social worker. Students receive recognition for perfect attendance at the awards ceremonies.

The MTSS team and classroom teachers provide interventions, collect progress monitoring data and analyzes the data to make instructional decisions throughout the process.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who have been identified through the early warning system are provided intervention through a daily schedule of W.I.N. (What I Need) which provides differentiated instruction to meet the needs of individual students. Parent conferences are scheduled to address the impact of warning indicators on student achievement.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177487>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Individual community members and business partners are approached and are willing to provide support through funds and/or man power to meet the needs of our school.

Community members and business partners are invited to attend all school extra curricular events such as PTO meetings, SAC meetings, Curriculum Night, Open House, Roaring Readers, and other grade level evening programs where they are able to interact with all Spring Creek stakeholders.

Spring Creek Elementary holds frequent SAC meetings to inform the public community, families, and staff of recent activities, changes, and upcoming events taking place within the school. At the conclusion of each meeting, an open forum takes place to address any questions or concerns of participating SAC or non-SAC members. There is a representative from SAC that will attend monthly DAC meetings where they are informed of ongoing questions/concerns taking place within the district. This representative will then bring the information back to SAC to share with our school community.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Sherman, Diane	Principal
	Instructional Coach
Cardarella Tubbs, Stephanie	Instructional Coach
Clark, Ashley	Instructional Coach
Dooley, Cheryl	Instructional Coach
Forkey, Tammy	Assistant Principal
Somers, Stefany	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (Curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor

- MTSS Team facilitator
- Complete necessary MTSS forms

- Conduct social-developmental history interviews when requested

Intervention Support Specialist:

- Schedule and attend MTSS Team meetings
- Facilitate implementation of the MTSS problem-solving process in the building
- Attend MTSS Team meetings to be active in the MTSS change process
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Meet with teachers to review strategy implementation
- Support for Tier III students

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

The MTSS Problem-Solving team at Spring Creek Elementary meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

- Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations.
- All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

- Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students.
- Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

- The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Salus Care and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

- Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School

improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

- Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

- Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

- SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

- Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services.

Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

- Nutrition Programs Food and Nutrition Services offers healthy meals to all students. All students receive a free breakfast and lunch daily. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Head Start

- Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who

complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

- Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

- The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

- The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies. Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kristen Vanselow	Parent
Maria Molano	Education Support Employee
Lagonda Howard	Parent
Griselda Cisneros	Parent
Jenny Fisher	Business/Community
Juan Rangel	Business/Community
Diane Sherman	Principal
Anne Benolkin	Teacher
Cheryl Dooley	Teacher
Marylin Barrientes	Parent
Leeann Izaguirre	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC will review and approve the School Improvement Plan and the Parent Involvement Plan. The SAC will be involved in decision-making regarding school budget and school curriculum. SAC members will be informed on information from the monthly District Advisory Council (DAC).

Development of this school improvement plan

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, they will give input concerning the annual budget, and will approve the use of the school improvement funds.

Preparation of the school's annual budget and plan

The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give input concerning the annual budget, and will approve the use of the school improvement funds.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sherman, Diane	Principal
Roddis, Bonnie	Instructional Coach
Schroeder, Pam	Instructional Coach
	Instructional Coach
Cardarella Tubbs, Stephanie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

During 2015-2016 school year the LLT will ensure that the following initiatives are supported and implemented:

- Florida State Standards
- Professional Learning Communities
- W.I.N Time (What I Need - enrichment intervention)
- Differentiated Instruction
- Sharing information from the district literacy meetings with all professional staff
- Thinking Maps
- Choosing Excellence
- Kagan
- Accelerated Reading
- Teach Like a Champion techniques
- Leader In Me
- PBS

Also, during the 2015-2016 school year professional development will be designed by the LLT based on current student data. The team meets during weekly PLCs to design and create pertinent professional development which is implemented during weekly after school professional development trainings. All Spring Creek teachers are required to attend these training's which emphasize the

promotion of literacy within the school, as well as tracking our students progress through data and standards tracking. Spring Creek has developed a quarterly literacy event that is attended by students, parents, and teachers. During this event, students and parents are engaged in various literacy activities. The priority will be to increase student achievement for the LY, LF students. The diligent use of research based interventions, monitoring and review and reteaching to meet students' needs will be implemented for all students.

Public and Collaborative Teaching

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

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

At Spring Creek, teachers on each grade level have 45 minutes of common planning time daily. This allows for teachers to work collaboratively during their planning time. In addition, teachers are required to meet weekly in grade level professional learning communities to plan and implement lessons that meet the needs of all grade level students. Also, during grade level PLCs teachers will analyze and discuss student data from summative and formative assessments to identify necessary interventions and enrichment strategies.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Leadership members meet regularly with new teachers. Teachers new to the school are partnered with an experienced staff member. Targeted interviews, extensive reference checks and background checks are performed in order to ensure the best possible candidate is hired for the position. New teachers are enrolled into the District's APPLES Program. All new teachers are evaluated using district assessment tool at least twice per year. School-based staff development is provided 2-3 times monthly. Trainings are held on two Tuesday afternoons per month and are mandatory for all teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers to the District will be provided Professional Development 2-3 times per month. Monthly meetings with admin and peer teacher to review progress and monitor growth. For the 2015-2016, Spring Creek has five first year teachers. Each teacher has been assigned a Mentor Teacher who meets weekly to offer support in classroom instruction, classroom management, and curriculum demands. The mentor teacher is required to implement frequent informal observations which include a pre and post conference in order to provide feedback. The new teacher and the mentor teacher will plan the Individual Professional Development Needs collaboratively. The mentor teacher will support the professional growth of the new teacher in all identified areas of teaching. The identified mentor teacher is chosen based on leadership strengths and is not usually a grade level team member. This allows for the mentor teacher to model effective teaching strategies in the new teacher's classroom and allows the mentor to cover the new teacher's classroom while he/she can observe in other areas of the school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Spring Creek, all teachers attend professional development in standards-based instruction. The Professional Development Leadership Team oversees the lesson planning and implementation of classroom instruction in order to ensure that all core instructional programs and materials are aligned to Florida's standards. Administration conducts frequent walk-throughs and targeted and formal observations on all classroom teachers. Our TIF Teacher Leaders are assigned to specific grade levels in order to provide support and monitoring of classroom instruction. Administration conducts weekly reviews on online Oncourse lesson plans to ensure that teachers are implementing research-based instruction strategies and that all content and language objectives are aligned to Florida State Standards. They also review for Kagan, SIOP, differentiated instruction, and higher order thinking questions within lesson plans.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Spring Creek Elementary teachers meet weekly with their grade level professional learning teams to review student data in order to plan and implement intervention and enrichment activities. Each day for 30 minutes, all classroom and resource teachers are scheduled to meet with small groups of students to implement intervention and enrichment instruction. Resource teachers and paraprofessionals are also utilized to support this intervention/enrichment period which we call "W.I.N.Time" (What I Need).

Students are grouped by ability and provided small group intense instruction based on their individual learning needs. Students not requiring intervention are grouped into enrichment groups.

Students who require enrichment during this time work with our full-time gifted teachers in order to participate in project-based and performance task activities. Outside of the W.I.N. Time, differentiated instruction is provided to all students during Math and Literacy learning centers.

We have an MTSS Support Specialist and an MTSS Intervention team that monitors and provides interventions for our students participating in the MTSS process. These teachers collaborate with classroom teachers to meet the demands of each child's individual plan to help increase the pace of student learning.

In cooperation with classroom teachers, ESE resource teachers work to meet the needs of each child's IEP through the inclusion model.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,920

Students will meet with teachers in a small group setting to focus on standards based instruction.

Strategy Rationale

Students need additional time and support to master standards based concepts.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sherman, Diane, dianems@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Effectiveness of the strategy will be determined through the collection of classroom walk-through data, teacher observations, and review of lesson plans. Student data to support the effectiveness of teacher professional development will be collected for weekly PLC meetings and documented on district forms.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. We support fifth grade students visiting middle schools during their Open House events. Reminders are sent home to parents with directions to register for their school of choice.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Spring Creek Elementary will increase student proficiency on the STAR from 47% to 50% by March 2016.
- G2.** Teacher engagement will increase at least .2% to 4.27% in the Q12 area of "staff opinions count at work" as measured by the FY16 Gallup Teacher Engagement Survey.
- G3.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

Strategic Goals Detail

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

G1. Spring Creek Elementary will increase student proficiency on the STAR from 47% to 50% by March 2016. 1a

G074148

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Resources Available to Support the Goal 2

- Rosetta Stone
- ESOL paraprofessionals
- ESE Resource teachers

Targeted Barriers to Achieving the Goal 3

- Identified students who are monolingual

Plan to Monitor Progress Toward G1. 8

STAR data and Rosetta Stone tracking reports

Person Responsible

Ashley Clark

Schedule

Quarterly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Star data

G2. Teacher engagement will increase at least .2% to 4.27% in the Q12 area of "staff opinions count at work" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074149

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Resource staff support positions
- TIF teachers
- Professional Development
- School committees
- PLC teams

Targeted Barriers to Achieving the Goal 3

- New Hires
- Not all voices being heard

Plan to Monitor Progress Toward G2. 8

end of year Survey

Person Responsible

Diane Sherman

Schedule

Evidence of Completion

survey results

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074150

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0

Resources Available to Support the Goal 2

- District CASTLE trainings
- Performance Matters
- MTSS Specialist
- TIF teachers
- Standards-based training
- PLC progress monitoring

Targeted Barriers to Achieving the Goal 3

- Lack of training/knowledge of CASTLE

Plan to Monitor Progress Toward G3. 8

In-service records for training

Person Responsible

Cheryl Dooley

Schedule

Quarterly, from 9/22/2015 to 5/24/2016

Evidence of Completion

In-service records

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy


1 = Problem Solving Step  S123456 = Quick Key

G1. Spring Creek Elementary will increase student proficiency on the STAR from 47% to 50% by March 2016.

1

 G074148

G1.B1 Identified students who are monolingual **2**

 B193585

G1.B1.S1 Students will use the Rosetta Stone program at school and home. **4**

 S205131

Strategy Rationale

to increase English proficiency

Action Step 1 **5**

Students will use the Rosetta Stone program with fidelity.

Person Responsible

Ashley Clark

Schedule

Daily, from 12/1/2015 to 6/3/2016

Evidence of Completion

Rosetta Stone student progress reports

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

The program usage will be monitored.

Person Responsible

Ashley Clark

Schedule

Biweekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Rosetta Stone reports and teacher observation

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

STAR data

Person Responsible

Ashley Clark

Schedule

Biweekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Student growth reports and screening reports in STAR

G2. Teacher engagement will increase at least .2% to 4.27% in the Q12 area of "staff opinions count at work" as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074149

G2.B1 New Hires 2

B193587

G2.B1.S1 Provide support through the APPLES program by providing Mentor teachers. 4

S205132

Strategy Rationale

Beginning teachers need support and guidance in their first year of classroom teaching.

Action Step 1 5

Assign Mentor teachers

Person Responsible

Tammy Forkey

Schedule

On 8/27/2015

Evidence of Completion

True North Logic program

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

Peer Teacher agreements

Person Responsible

Tammy Forkey

Schedule

On 10/30/2015

Evidence of Completion

True North Logic system

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

Monthly APPLES meetings

Person Responsible

Tammy Forkey

Schedule

Annually, from 9/8/2015 to 6/15/2016

Evidence of Completion

sign-in sheets at monthly meetings and quarterly reflective questions

G2.B2 Not all voices being heard 2

 B193588

G2.B2.S1 Provide a teacher suggestion box in the office 4

 S205135

Strategy Rationale

To allow teachers to express their opinions.

Action Step 1 5

Provide the suggestion box and forms in the mailbox area.

Person Responsible

Diane Sherman

Schedule

Monthly, from 9/29/2015 to 6/10/2016

Evidence of Completion

The forms from the suggestion box will be collected and discussed at future leadership meetings.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The forms from the suggestion box will be reviewed by administration and brought to the leadership team meetings.

Person Responsible

Diane Sherman

Schedule

Monthly, from 9/29/2015 to 6/10/2016

Evidence of Completion

The minutes from the leadership team meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The leadership team will address concerns/suggestions form the box and discuss how to address those concerns.

Person Responsible

Diane Sherman

Schedule

Monthly, from 9/29/2015 to 6/10/2016

Evidence of Completion

The forms from the suggestion box and the minutes from the leadership team meetings.

G2.B2.S2 Quarterly surveys 4

S205136

Strategy Rationale

To measure improvement being made in the Q12 area of "staff opinions count at work".

Action Step 1 5

Prepare quarterly teacher surveys with an online form

Person Responsible

Stephanie Cardarella Tubbs

Schedule

Quarterly, from 10/23/2015 to 6/10/2016

Evidence of Completion

survey results

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Survey results collected will be analyzed by the leadership team

Person Responsible

Stephanie Cardarella Tubbs

Schedule

Quarterly, from 10/23/2015 to 6/10/2016

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Future surveys will be adjusted based on previous results.

Person Responsible

Stephanie Cardarella Tubbs

Schedule

On 6/10/2016

Evidence of Completion

survey results

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

G074150

G3.B1 Lack of training/knowledge of CASTLE 2

B193589

G3.B1.S1 Castle Training and follow up refresher courses 4

S205137

Strategy Rationale

Provide support to the teachers regarding the new program.

Action Step 1 5

Schedule school based trainings and refreshers as needed.

Person Responsible

Ashley Clark

Schedule

Quarterly, from 9/22/2015 to 5/24/2016

Evidence of Completion

Sign-in sheets and CASTLE reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor of CASTLE reports and PLC meetings

Person Responsible

Ashley Clark

Schedule

Quarterly, from 9/22/2015 to 5/24/2016

Evidence of Completion

PLC agenda minutes submitted to administration

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Ongoing CASTLE training and program monitoring

Person Responsible

Ashley Clark

Schedule

Quarterly, from 9/22/2015 to 5/24/2016

Evidence of Completion

CASTLE reports and PLC agenda minutes

G3.B1.S2 Use of PLC time to practice using CASTLE to identify standards for focus 4

 S205138

Strategy Rationale

Teachers have common planning to compare data

Action Step 1 5

Teachers will meet during their PLC time to review and reflect on CASTLE data on standards

Person Responsible

Stephanie Cardarella Tubbs

Schedule

Biweekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

PLC meeting minutes/agenda

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will review meeting minutes and address any concerns

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Administration responds to the agenda/minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Assessments (formative and informative)

Person Responsible

Cheryl Dooley


Schedule

Daily, from 9/22/2015 to 5/31/2016

Evidence of Completion

Standards-based assessment data will show learning gains

G3.B1.S3 District CASTLE trainer will visit school 4

 S205139

Strategy Rationale

Provide support to the teachers regarding the new program

Action Step 1 5

CASTLE developer will deliver a school based professional development

Person Responsible

Ashley Clark

Schedule

On 9/22/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Step-by-step directions and support will be given with school based CASTLE experts

Person Responsible

Ashley Clark

Schedule

On 9/22/2015

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Teachers will feel more confident in the use of CASTLE on an on-going basis

Person Responsible

Ashley Clark

Schedule

On 9/22/2015

Evidence of Completion

Trainer evaluation completed by teachers post training.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students will use the Rosetta Stone program with fidelity.	Clark, Ashley	12/1/2015	Rosetta Stone student progress reports	6/3/2016 daily
G2.B1.S1.A1	Assign Mentor teachers	Forkey, Tammy	8/27/2015	True North Logic program	8/27/2015 one-time
G2.B2.S1.A1	Provide the suggestion box and forms in the mailbox area.	Sherman, Diane	9/29/2015	The forms from the suggestion box will be collected and discussed at future leadership meetings.	6/10/2016 monthly
G2.B2.S2.A1	Prepare quarterly teacher surveys with an online form	Cardarella Tubbs, Stephanie	10/23/2015	survey results	6/10/2016 quarterly
G3.B1.S1.A1	Schedule school based trainings and refreshers as needed.	Clark, Ashley	9/22/2015	Sign-in sheets and CASTLE reports	5/24/2016 quarterly
G3.B1.S2.A1	Teachers will meet during their PLC time to review and reflect on CASTLE data on standards	Cardarella Tubbs, Stephanie	9/22/2015	PLC meeting minutes/agenda	5/31/2016 biweekly
G3.B1.S3.A1	CASTLE developer will deliver a school based professional development	Clark, Ashley	9/22/2015		9/22/2015 one-time
G1.MA1	STAR data and Rosetta Stone tracking reports	Clark, Ashley	12/1/2015	Star data	6/3/2016 quarterly
G1.B1.S1.MA1	STAR data	Clark, Ashley	12/1/2015	Student growth reports and screening reports in STAR	6/3/2016 biweekly
G1.B1.S1.MA1	The program usage will be monitored.	Clark, Ashley	12/1/2015	Rosetta Stone reports and teacher observation	6/3/2016 biweekly
G2.MA1	end of year Survey	Sherman, Diane	5/16/2016	survey results	one-time
G2.B1.S1.MA1	Monthly APPLES meetings	Forkey, Tammy	9/8/2015	sign-in sheets at monthly meetings and quarterly reflective questions	6/15/2016 annually
G2.B1.S1.MA1	Peer Teacher agreements	Forkey, Tammy	8/27/2015	True North Logic system	10/30/2015 one-time
G2.B2.S1.MA1	The leadership team will address concerns/suggestions form the box and discuss how to address those concerns.	Sherman, Diane	9/29/2015	The forms from the suggestion box and the minutes from the leadership team meetings.	6/10/2016 monthly
G2.B2.S1.MA1	The forms from the suggestion box will be reviewed by administration and brought to the leadership team meetings.	Sherman, Diane	9/29/2015	The minutes from the leadership team meetings	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1	Future surveys will be adjusted based on previous results.	Cardarella Tubbs, Stephanie	10/23/2015	survey results	6/10/2016 one-time
G2.B2.S2.MA1	Survey results collected will be analyzed by the leadership team	Cardarella Tubbs, Stephanie	10/23/2015	Survey results	6/10/2016 quarterly
G3.MA1	In-service records for training	Dooley, Cheryl	9/22/2015	In-service records	5/24/2016 quarterly
G3.B1.S1.MA1	Ongoing CASTLE training and program monitoring	Clark, Ashley	9/22/2015	CASTLE reports and PLC agenda minutes	5/24/2016 quarterly
G3.B1.S1.MA1	Monitor of CASTLE reports and PLC meetings	Clark, Ashley	9/22/2015	PLC agenda minutes submitted to administration	5/24/2016 quarterly
G3.B1.S2.MA1	Assessments (formative and informative)	Dooley, Cheryl	9/22/2015	Standards-based assessment data will show learning gains	5/31/2016 daily
G3.B1.S2.MA1	Administration will review meeting minutes and address any concerns	Sherman, Diane	9/22/2015	Administration responds to the agenda/ minutes	5/31/2016 weekly
G3.B1.S3.MA1	Teachers will feel more confident in the use of CASTLE on an on-going basis	Clark, Ashley	9/22/2015	Trainer evaluation completed by teachers post training.	9/22/2015 one-time
G3.B1.S3.MA1	Step-by-step directions and support will be given with school based CASTLE experts	Clark, Ashley	9/22/2015	Sign in sheets	9/22/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B1 Lack of training/knowledge of CASTLE

G3.B1.S1 Castle Training and follow up refresher courses

PD Opportunity 1

Schedule school based trainings and refreshers as needed.

Facilitator

Ashley Clark

Participants

K-5 Teachers

Schedule

Quarterly, from 9/22/2015 to 5/24/2016

G3.B1.S3 District CASTLE trainer will visit school

PD Opportunity 1

CASTLE developer will deliver a school based professional development

Facilitator

Brian Curls

Participants

K-5 teachers

Schedule

On 9/22/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Students will use the Rosetta Stone program with fidelity.				\$0.00
2	G2.B1.S1.A1	Assign Mentor teachers				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0681 - Spring Creek Elementary School	School Improvement Funds	753.0	\$700.00
<i>Notes: Notes</i>						
3	G2.B2.S1.A1	Provide the suggestion box and forms in the mailbox area.				\$23.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0681 - Spring Creek Elementary School	General Fund	753.0	\$23.00
<i>Notes: Notes</i>						
4	G2.B2.S2.A1	Prepare quarterly teacher surveys with an online form				\$0.00
5	G3.B1.S1.A1	Schedule school based trainings and refreshers as needed.				\$0.00
6	G3.B1.S2.A1	Teachers will meet during their PLC time to review and reflect on CASTLE data on standards				\$0.00
7	G3.B1.S3.A1	CASTLE developer will deliver a school based professional development				\$0.00
					Total:	\$723.00