

The School District of Lee County

Spring Creek Elementary School



2016-17 Schoolwide Improvement Plan

Spring Creek Elementary School

25571 ELEMENTARY WAY, Bonita Springs, FL 34135

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Spring Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 Intervention Support implementation. As a PBIS 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.

b. 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.

This year, the Safety and Supervision plan was submitted to the district in August 2016.

c. 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 Intervention Support (PBiS) 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. PBiS emphasizes positive reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

Through the implementation of Positive Behavior Intervention 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

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313941>.

2. Description

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

2. 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 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Sherman, Diane	Principal
Cardarella Tubbs, Stephanie	Instructional Coach
Clark, Ashley	Instructional Coach
Dooley, Cheryl	Instructional Coach
Forkey, Tammy	Assistant Principal
McGarvey, Crystal	Instructional Coach
Restino, Caitlin	Teacher, K-12
Roddis, Bonnie	Instructional Coach

b. Duties

1. 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
- * Progress monitoring using STAR/STAR Early Lit, district assessments, formative assessments, and informal observations

Instructional Coach/Teacher Leader

- 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

- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- *Model lessons
- *Teach small groups daily

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

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
- *Consult with MTSS team regarding Tier 3 interventions
- *Incorporate MTSS data when making eligibility decisions

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Maria Molano	Education Support Employee
Lagonda Howard	Parent
Griselda Cisneros	Parent
Jenny Fisher	Business/Community
Diane Sherman	Principal
Marylin Barrientes	Parent
Leeann Izaguirre	Education Support Employee
Rachel Jacoby	Teacher
Mary Ross	Business/Community
Ryan White	Student
Joseph Bryan	Business/Community
Linda Papandrea	Parent

b. Duties

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

a. 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).

b. 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.

c. 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.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sherman, Diane	Principal
Roddis, Bonnie	Instructional Coach
Cardarella Tubbs, Stephanie	Instructional Coach
Dooley, Cheryl	Instructional Coach
McGarvey, Crystal	Instructional Coach
Clark, Ashley	Instructional Coach
Forkey, Tammy	Assistant Principal
Restino, Caitlin	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

During 2016-2017 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 meetings with all professional staff
- Thinking Maps
- Choosing Excellence
- Kagan
- Accelerated Reading
- Teach Like a Champion techniques
- Leader In Me
- PBiS
- *Really Great Reading phonics program
- *Emphasis on FSA Vocabulary

Also, during the 2016-2017 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 bi-monthly before 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.

D. Public and Collaborative Teaching

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

1. 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 50 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. Grade levels produce common lesson plans with common formative assessments. Also, during grade level PLCs teachers will analyze and discuss student data from summative and formative assessments to identify necessary interventions and enrichment strategies.

2. 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 Thursday mornings per month and are mandatory for all teachers.

3. 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 administration and peer teacher to review progress and monitor growth. For the 2016-2017 school year, Spring Creek has four 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 their leadership strengths.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 walk-throughs to review weekly lesson plans to ensure that teachers are implementing research-based instructional strategies and that all content and language objectives are aligned to Florida State Standards. They also review for Kagan, differentiated instruction, and higher order thinking questions within lesson plans.

b. Instructional Strategies

1. 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 40 minutes, all classroom and resource teachers are scheduled to meet with small groups of students to implement intervention and enrichment instruction. Additionally, paraprofessionals are utilized to support this intervention/enrichment period which we call "W.I.N.Time" (What I Need).

Through the use of data analysis, teacher leaders and teachers are able to identify specific areas of need within the content and identify the focus standard to assist in planning where additional support is needed through intervention. 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 to build upon mastery of the standard through enrichment opportunities.

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 and ESE paraprofessionals work to meet the needs of each child's IEP.

2. 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: 5,040

Students will participate in a technology-based reading and math intervention. The STAR assessment provides individual learning paths for students.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Forkey, Tammy, tammywf@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 data chats. During weekly PLCs, student data, including STAR, summative and formative assessments, and FSA scores, will be discussed and analyzed. Following reflection, teachers will create an action plan to implement during instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Spring Creek Elementary will increase student achievement in ELA, Math, and Science.

G2. Spring Creek Elementary will reduce the number of referrals.

Strategic Goals Detail

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

G1. Spring Creek Elementary will increase student achievement in ELA, Math, and Science. 1a

G086724

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains District Assessment	52.0
ELA Achievement District Assessment	49.0
Math Lowest 25% Gains	51.0
Math Gains District Assessment	60.0
Math Achievement District Assessment	57.0
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal 3

- Identified students whose first language is other than English

Resources Available to Help Reduce or Eliminate the Barriers 2

- Rosetta Stone
- ESOL paraprofessionals
- Compass Learning

Plan to Monitor Progress Toward G1. 8

STAR Reading and Math reports and 5th grade Science Quarterly Progress Monitoring through Renaissance Place

Person Responsible

Ashley Clark

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Star Growth Reports for Reading, Math and Science

G2. Spring Creek Elementary will reduce the number of referrals. 1a

G086725

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	121.0

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- New teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader in Me Program
- Whole Brain Teaching
- Guidance classes taught by the school counselor for grades K-2
- Positive Behavior Intervention Support
- Kagan Activities/Coaching

Plan to Monitor Progress Toward G2. 8

PBiS Meetings

Person Responsible

Tammy Forkey

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

meeting minutes; School Discipline Referral Report

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 achievement in ELA, Math, and Science. **1**

 G086724

G1.B1 Identified students whose first language is other than English **2**

 B230553

G1.B1.S1 Students will use both the Rosetta Stone program and Compass Learning and work with ESOL paraprofessionals. **4**

 S243222

Strategy Rationale

to increase English proficiency

Action Step 1 **5**

Students will use the Rosetta Stone and Compass Learning programs with fidelity.

Person Responsible

Cheryl Dooley

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Rosetta Stone student progress reports; Compass Learning Reports

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

The program usage will be monitored.

Person Responsible

Cheryl Dooley

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Rosetta Stone and Compass Learning reports and teacher observation

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

STAR data

Person Responsible

Ashley Clark


Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student growth reports and screening reports in STAR


G2. Spring Creek Elementary will reduce the number of referrals. 1

 G086725

G2.B1 Lack of student engagement 2

 B230554

G2.B1.S1 Professional Development for Kagan 4

 S243223

Strategy Rationale

To present new strategies to teachers regarding student engagement

Action Step 1 5

Kagan Coaching

Person Responsible

Ashley Clark

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Kagan Coaching forms filled out by the Kagan Coaches; powerpoint slides/handouts with Kagan Structures presented to the teachers at PD.

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

Monthly Kagan Coaching by Kagan Coaches

Person Responsible

Ashley Clark

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Coaching Forms; coaches logs

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

Kagan Implementation

Person Responsible

Ashley Clark

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Classroom Walk-throughs; Lesson Plans; observations

G2.B2 New teachers 2

 B230555

G2.B2.S1 Provide support through the APPLES program by providing Mentor teachers. 4

 S243224

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 5/26/2017

Evidence of Completion

True North Logic monthly logs

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

Peer Teacher agreements

Person Responsible

Tammy Forkey

Schedule

On 10/28/2016

Evidence of Completion

True North Logic system

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

APPLES meetings

Person Responsible

Tammy Forkey

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

sign-in sheets at monthly meetings and quarterly reflective questions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 M325767	Peer Teacher agreements	Forkey, Tammy	9/1/2016	True North Logic system	10/28/2016 one-time
G1.MA1 M325763	STAR Reading and Math reports and 5th grade Science Quarterly Progress Monitoring through...	Clark, Ashley	8/10/2016	Star Growth Reports for Reading, Math and Science	5/26/2017 quarterly
G2.MA1 M325768	PBiS Meetings	Forkey, Tammy	9/1/2016	meeting minutes; School Discipline Referral Report	5/26/2017 monthly
G1.B1.S1.MA1 M325761	STAR data	Clark, Ashley	8/10/2016	Student growth reports and screening reports in STAR	5/26/2017 quarterly
G1.B1.S1.MA1 M325762	The program usage will be monitored.	Dooley, Cheryl	8/10/2016	Rosetta Stone and Compass Learning reports and teacher observation	5/26/2017 monthly
G1.B1.S1.A1 A314648	Students will use the Rosetta Stone and Compass Learning programs with fidelity.	Dooley, Cheryl	8/10/2016	Rosetta Stone student progress reports; Compass Learning Reports	5/26/2017 weekly
G2.B1.S1.MA1 M325764	Kagan Implementation	Clark, Ashley	9/1/2016	Classroom Walk-throughs; Lesson Plans; observations	5/26/2017 monthly
G2.B1.S1.MA1 M325765	Monthly Kagan Coaching by Kagan Coaches	Clark, Ashley	9/1/2016	Coaching Forms; coaches logs	5/26/2017 monthly
G2.B1.S1.A1 A314649	Kagan Coaching	Clark, Ashley	9/1/2016	Kagan Coaching forms filled out by the Kagan Coaches; powerpoint slides/ handouts with Kagan Structures presented to the teachers at PD.	5/26/2017 monthly
G2.B2.S1.MA1 M325766	APPLES meetings	Forkey, Tammy	9/1/2016	sign-in sheets at monthly meetings and quarterly reflective questions	5/26/2017 monthly
G2.B2.S1.A1 A314650	Assign Mentor teachers	Forkey, Tammy	9/1/2016	True North Logic monthly logs	5/26/2017 one-time

V. Professional Development Opportunities

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

G2. Spring Creek Elementary will reduce the number of referrals.

G2.B1 Lack of student engagement

G2.B1.S1 Professional Development for Kagan

PD Opportunity 1

Kagan Coaching

Facilitator

Participants

Schedule

Monthly, from 9/1/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students will use the Rosetta Stone and Compass Learning programs with fidelity.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Spring Creek Elementary School	Other		\$0.00
2	G2.B1.S1.A1	Kagan Coaching				\$0.00
3	G2.B2.S1.A1	Assign Mentor teachers				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0681 - Spring Creek Elementary School	Title II	753.0	\$0.00
			Notes: Notes			
Total:						\$0.00