

Leon County Schools

Springwood Elementary School



2017-18 Schoolwide Improvement Plan

Springwood Elementary School

3801 FRED GEORGE RD, Tallahassee, FL 32303

<https://www.leonschools.net/springwood>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**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 Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Springwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Springwood Elementary School is to provide all students with a safe, positive and challenging learning environment that enables all learners to become well-prepared, productive and contributing citizens in the 21st century. It is our objective to recognize and develop individuality, self-growth and responsibility using a variety of strategies and cooperative efforts throughout the school, home and community.

b. Provide the school's vision statement.

Dedicated to putting students first, Springwood Elementary School will be known as an award-winning school. Visionary in both plan and accomplishment, Springwood Elementary School will embrace families, volunteers and the community to support its educational programs in a well-maintained, technologically rich facility. Working together with all stakeholders, Springwood Elementary School will provide a loving, compassionate learning community that nurtures and supports exemplary education for every student.

2. School Environment

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

Springwood Elementary School (SWES) is located on Fred George Road in the Northwest section of Tallahassee, FL. According to the most recent student enrollment data, the current student population at SWES is approximately 622 students. The demographic make-up of this population consists of: 62% African-American (442 students), 28% Caucasian (106 students), 5% Hispanic (27 students), 5% Asian (10 students), Indian (1 student) and/or Multi-Racial (36 students). Approximately, 75% of our students are receiving free or reduced breakfast and lunch and are currently at or below the federal poverty level.

SWES understands the impact of low literacy skills on our population of students. A cycle of repeated generational patterns of high poverty, high dropout rates, and low school performance expectations can further impede the process of student achievement. With this in mind the SWES Leadership Team will be composed of curriculum specialists, grade level chairs, school site administrators, and School Advisory Council (SAC) members.

Regularly scheduled parent workshops and curriculum expos will be held based upon flexible scheduling, weekly communication newsletters, ongoing text message alert systems, and school social media sites will be used to ensure open lines of communication and transparency. School Spirit Nights at local restaurants and community locations will be held throughout the year to provide opportunities for relationship building and information sharing.

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

Springwood Elementary has committed itself to providing a learning environment that cultivates not only high expectations, but also systems for ensuring that all students are treated fairly and provided opportunities to develop socially, physically, and mentally. We offer a variety of clubs and after-school clubs and programs that allow students to explore interests outside of core academic interests. We

host monthly outstanding student recognition celebrations, host a National Honor Society, anti-bullying and health and wellness initiatives, and we encourage students to participate in our ongoing community service initiatives. The AVID program is used throughout our school to teach students college readiness skills they can utilize at every educational level. During Grade Level Meetings, teachers will receive professional development on Marzano's research based teaching strategies to enhance learning and build strong relationships between teachers and their learners.

Springwood infuses the content required by Florida Statute 1003.42 (2) as applicable to the appropriate grade levels, including but not limited to History of Holocaust, History of Africans and African Americans, Hispanic Americans, Women's history, Founders Day and Veteran contributions. Staff members on our campus volunteer to work with students that have shown a need for assistance with social, behavioral, or academic skills through an In-house mentoring program. Our staff mentors are then charged with monitoring the progress of their assigned students throughout the year and acting as a personal point of contact to assist with meeting social-emotional needs of students. A school wide Discipline Assembly was held within the first few weeks of school for all students to highlight the school wide expectations for student behavior and the dress code. The assembly was led by administrators, the guidance counselor, and our school resource officer.

Our Student Council representatives are comprised of a multicultural group of student leaders. They will develop initiatives that provide service to our community as well as school wide projects that promote student unity. In addition, teachers will attend professional development trainings that will assist in promoting cultural awareness for all students.

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.

Springwood has 4 foundational school-wide rules that act as our core for ensuring students are on task during instructional time: (1) Be Respectful; (2) Be Responsible; (3) Be Safe; and (4) Be Ready to Learn. We also have a Springwood College Prep Creed that students recite each morning as a way of starting our day with our expected end in mind. Along with these school-wide items, each classroom teacher is asked to have a tiered behavioral system in place that offers opportunities for students to correct their behavior and get back on task before being sent to the office. We utilize a web-based program called Educator Handbook to keep track of anecdotal behavioral information as well as major offenses. Referrals submitted in this database are monitored and addressed by a school administrator or our Behavior Specialist in order to ensure consistency. Referral data is reviewed monthly with grade level teams and with our school-wide behavioral management team to track disciplinary actions and brainstorm ideas for minimizing loss of instructional time. The school-wide Discipline Plan was communicated with parents at the beginning of the year.

Our guidance counselor offers and behavior specialist offer developmental counseling classes that are tailored to the meet the needs of the students. During Paraprofessional Meetings, classroom management techniques, teaching strategies for small groups, and ways to build relationships with students are part of the professional development. In addition, professional development on working with students, parents, and visitors will be provided to all non-instructional staff members during their quarterly meetings.

As an AVID school we have a College Readiness environment that seeks to build relationships with students, teachers and parents in order to promote our school vision and mission. Students will benefit from the organizational skills learned from AVID and be able to apply those skills to home and school.

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.

Springwood Elementary has committed itself to being a home away from home for all students. In addition to our recruitment of community mentors and volunteers to work with our students, we also have initiated our own campus teacher led mentoring program. Staff members volunteers to work with students that have shown a need for assistance with social, behavioral, or academic skills. We also have a school guidance counselor, behavior specialists, a Positive Behavior Support Team, and an MTSS Multi-tiered System of Support Team that offers psychological screenings and support for students, teachers, and families as well. Improving attendance through the MTSS team is one of the major school-wide initiatives for the 2017-2018 school year.

Teachers meet with the administrators for data meetings after assessments in ELA, Math, and Science. We hold weekly discussions on student performance as well as teaching strategies that would best target the specific areas of need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

3rd grade Math (12) ELA (15)

4th grade Math (29) ELA (25)

5th grade Math (23) ELA (26)

Students listed in the lowest 35% o FSA testing from 2016- 2017 and students in grades K-2 who were in that percentile in STAR, aims web, Lexia and iredy will be students targeted to receive additional interventions in ELA and in math.

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	12	6	13	14	11	0	0	0	0	0	0	0	0	56
One or more suspensions	3	5	6	8	6	0	0	0	0	0	0	0	0	28
Course failure in ELA or Math	5	9	29	15	36	0	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	27	54	49	0	0	0	0	0	0	0	130

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	1	3	5	13	28	0	0	0	0	0	0	0	0	50

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

*Teacher small group instruction

*Use of interventionists (instructional paraprofessionals) in each grade level to assist with struggling readers and with those struggling in math.

- *Curriculum Nights to show parent how to work with their children at home.
- *MTSS meetings to target students needing extra assistance and be sure classroom teachers are providing that assistance.
- *Schoolwide conference nights
- *New intervention software programs to target ELA and Math skill reteaching
- *Collaborative Lesson Planning

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

We will strive for parental involvement and volunteer hours to be at 2500 hours for the 2017-2018 school year.

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.

Springwood utilizes our Business Partner Coordinator and Volunteer Coordinator to assist with establishing and sustaining productive and lasting relationships with our community. Our PTO and SAC organizations are active in recruiting and utilizing our community resources to meet the needs of our teachers and students. School Administrators also aide in this process by making time to speak personally with community businesses to advocate for school needs and provide support for businesses that are giving back to our community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Austin, Tina	Principal
Ricciardi, Champayne	Assistant Principal
Mixon, Kaitlyn	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.

Principal- Oversee the implementation of core curriculum with needed interventions. Ensure all personnel are implementing the curriculum with fidelity.

Assistant Principal- Oversee the implementation of core curriculum with needed interventions.

Reading Coach-provide professional development and modeling to classroom teachers, paraprofessionals and other staff in delivering and improving ELA instruction. The reading coach also provides recommendations for school administrators regarding the most effective ELA practices and teaching strategies to aid in school wide curriculum decisions.

Interventionist-provide reading intervention for students performing in the lowest percentile in each grade level.

Reading Resource Teacher- Assist the Reading coach and provide professional development for teachers on the core curriculum and provide support for implementation of curriculum at grades Pre-K-2 .

Math Coach-provide professional development and modeling to classroom teachers, paraprofessionals and other staff in delivering and improving math instruction. The math coach also provides recommendations for school administrators regarding the most effective math practices and teaching strategies to aid in school wide curriculum decisions.

Interventionist-provide ELA/math intervention for students performing in the lowest percentile in each grade level.

Curriculum Team-comprised of the administration, Reading coach and the Reading Resource teacher, Math coach and a classroom teacher that specializes in the implementation and training of the staff.

Guidance Counselor/Referral Coordinator- Organizes the MTSS process and meetings with the team to implement problem solving techniques to meet student needs.

Each school leader or curriculum team leader is involved in one or all of the following meetings. The school leadership team meets monthly and includes, team leaders, the reading coach, reading resource teacher, math coach, teacher expert on learning progressions, and interventionists. The SITE (shared decision making team) meets as needed to discuss school based decisions that affect our way of work. The Collaborative Lesson Planning meetings are held weekly to plan lessons and discuss ongoing student assessment data, professional development on effective teaching practices for each grade level, and any other student information that is directly related to student performance. Fine tuning schedules, intervention needs, and upcoming parent involvement initiatives are a part of the agenda items at Collaborative Lesson Planning meetings (CLP). Vertical Team meetings are held for each core curriculum every 9 weeks to ensure the pacing and implementation of the curriculum is on track. The MTSS meetings are held weekly to implement problem solving techniques for students that are having academic or behavioral concerns.

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 school (MTSS) Multi-Tiered System of Support focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team will meet once a week on Mondays. Examples of activities during weekly meetings include reviewing student progress monitoring data and discussing strategies that best meet student needs and reviewing student attendance data. The review of data will help determine students in need of additional interventions. Based on the evaluation of data and identification of student needs, the team will identify professional development needed, student resources and teacher resources needed.

Rebecca Wert, Referral Coordinator-Organizes the MTSS Meetings, the referral process, and gathers all necessary documentation for MTSS meetings. She also assists teachers with suggested strategies

to meet student needs, and assists parents needing additional information to assist their children.

Liz Conn, Program Specialist-Participates in the collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem solving activities. She also assists with student placements in the ESE programs as well as advises school personnel on the least restrictive environments.

Rebecca Istrail, School Psychologist-Participates in student data collection, evaluation, interpretation and analysis of data: facilitate implementation of intervention plans. Provide professional development and technical assistance for problem-solving activities for teachers and students needing additional interventions.

Mara Shows, School Social Worker-Participates in providing resources for parents and students needing additional services to meet their needs.

Matthew Gregory-Behavior Specialist-Works with our MTSS team and teachers to help students in need of behavioral and or emotional interventions.

ESE teachers (Varying exceptionalities, speech, gifted, resource, consultation)-Provide information about intervention instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support for academic and behavioral needs.

General Education teacher-One representative from each grade level provides information regarding core instruction, participates in student data collection, and collaborates with other staff and parents to ensure implementation of Tier 1, 2, and 3 instruction and support.

Parent/Guardian- Provides a critical role in the student's support network, and in providing additional, significant information about the student.

Reading Coach
Reading Resource Teacher
Math Coach

PSAC -Principal Student Advisory Council- Participation of the students who have concerns or suggestions for school-wide changes at Springwood encourages "buy-in" of the intervention plan and supports continuous feedback on progress.

Monthly LEA/Director meetings ensure collaboration and coordination between district offices and schools. Our school will receive that information monthly. Our Parent Representative, our Employed Representative, and the administrators will ensure implementation of Title 1 Plan.

The Title 1 Academic Coordinator and Title 1 Developers will facilitate and coordinate district office and individual schools' staff development plans to ensure that each schools unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and FCAT data. The LEA Master Calendar and the LEA Homepage are tools that we will use to stay abreast of federal and non-federal programs we may benefit from related to our Title 1 Plan.

Title 1 funds will be utilized to provide food and childcare for parent workshops. It will also be utilized to cover the costs of professional development needed to implement the strategies listed in our School Improvement Plan.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marian Deadwiley	Business/Community
Vernestine McLeod	Business/Community
Connie Jenkins-Pye	Business/Community
Rick Smith	Business/Community
Gloria Meadows	Parent
Lacacia Francois	Teacher
Shedric Triplett	Parent
Tina Austin	Principal
Rebecca Wert	Teacher
Champayne Ricciardi	Principal
Mary Silva	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members are presented with last year's data. Areas of concern are addressed. Administration is expected to provide recommendations to staff for improvement. SAC ensures implementation of the School Improvement Plan (SIP).

SAC members are also presented with the SIP data from previous years and provided a platform to discuss areas of concerns and areas of progress. They are asked to complete and submit SIP recommendation forms that are discussed and considered by the school leadership team. SAC members are also asked to provide ongoing feedback throughout the school year on the progress towards the School Improvement Plan goals.

b. Development of this school improvement plan

The SAC members provide ongoing input in the SIP plan for the school year. The SIP is designed to assist the school in achieving the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy. SAC also will monitor the SIP, approve and monitor spending of SIP funds and assist in preparation of the Springwood school budget. This organization also helps to make decisions on school items related to topics included in the School Improvement Plan. They provide feedback to the school from the community and parental perspective.

c. Preparation of the school's annual budget and plan

SAC is presented with the school budget and updates on how funding has been allocated. SAC members are provided an opportunity to share their insight, offer recommendations for allocations of funds, and draft action plans for meeting budget needs that require additional fundraising or partnerships for in-kind donations. Springwood received \$3308 in SIP funds for this school year.

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

SIP funds are used to fund professional development for teachers on initiatives related to the SIP plan or are used to fund school-wide technology needs listed in the SIP.

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
Austin, Tina	Principal
Ricciardi, Champayne	Assistant Principal
Mixon, Kaitlyn	Instructional Coach

b. Duties

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

The admin team will meet with the Leadership Team during the summer and at the beginning of the year and then meet as needed during the school year. Their main goal is to ensure that School Improvement goals are being implemented and to plan a reading workshop for parents. The Literacy Plan was developed to ensure teachers at all grade levels are staying on pace and to plan any additional school-wide activities for reading that are needed. This team will also make school wide decisions regarding academic and non-academic concerns for all grade levels.

Operating from the Florida Standards, the use of a Reading Coach and a Reading Resource Teacher and a Math Coach will be employed this year to assist with their effective implementation of the standards and learning progressions. The training and implementation of the standards have been assigned as an additional responsibility of our new Reading Resource Teacher and Math Coach who already work with interventionists on intervention activities specific for each grade level and even more specific for each small group.

Additionally, the disaggregation of schoolwide student data and the data chat conversations with teams will be the responsibility of this position. A considerable amount of professional development needs to be provided for capacity building. Continuing training and technical assistance for all staff is critical to any type of systems change and movement toward improvement because accountability for positive outcomes for all students is a shared responsibility of all personnel. To develop consistency across programs, it would be beneficial to offer several opportunities for professional development throughout the year. We will also provide training opportunities to parents, as well as educators the new standards and curriculum, to help maximize the achievement of all students, including students with disabilities. To meet the needs of all participants, these opportunities could be delivered in a variety of formats:

- Workshops
- Seminars
- Book Study Coursework

- Online courses

It is vital to offer continuing professional development that addresses relevant areas essential to effective implementation of RTI and improved student outcomes. These areas could include the following:

- Collaborative decision making (professional learning communities)
- Effective use of data, including data gathered through progress monitoring, in making instructional decisions
- Collaborative delivery of instruction/interventions
- What constitutes "interventions" versus "accommodations and modifications"
- Progress monitoring techniques
- Parent engagement strategies

*New program implemented this year: Smarty Ants foundational reading skills), Lexia (Reading), Achieve-KidBiz 3000 (Reading), Updates to Aimsweb-Aimswebplus (Reading), and Ready and iReady.

*All paraprofessionals and interventionists will be trained in small group training as well as on Wonders intervention and on our new programs listed above to serve as resources for students needing extra assistance in ELA.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers will be represented on the school planning and advisory councils that make decisions regarding the use of assessments. Teachers will utilize the results of state assessments, grade-level assessments, weekly mini-assessments, state released standardized tests, computer-based assessments, and teacher observations will be used to identify student needs and to determine whether subgroups are making progress towards adequate yearly progress (AYP).

ACTIVITIES FOR EFFECTIVE TIMELY ASSISTANCE:

1. Multiple measures will be used to ensure that students' difficulties are identified on a timely basis so that appropriate instruction can be implemented.
2. Professional development for staff will be included to help teachers identify student difficulties and how to provide appropriate assistance.
3. Teacher-parent conferences and MTSS Multi-Tiered Systems of Support meetings will be held as needed for any student.

ACTIVITIES FOR POSITIVE WORKING RELATIONSHIPS:

1. Common Planning Time has been created for all teachers including special area teachers.
2. Monthly Faculty Meetings and Team Building opportunities
3. Professional Planning Days and classroom coverage as needed for professional development
4. Collaborative Lesson planning meetings are held weekly to discuss teaching practices, student performance, and team building exercises are implemented and professional development is offered.

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

1. Only highly qualified teachers are considered for employment and hired. We receive more than an adequate number of applications and only those who are highly qualified are interviewed.
2. Teachers participate in the district meetings/trainings on effective teaching methods and curriculum. We have ongoing training for teachers during the preplanning week, during faculty meetings, through our

district office, and at grade level meetings.

3. Lesson Study Teams will be formed if needed in order to prepare, evaluate, and modify best practices for explicit instruction of content. Teachers are provided support by shadowing other experienced teachers in that area.

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

During our August Pre-Planning week, all new teachers to Springwood and first year beginning teachers are required to attend a teacher induction meeting with the school administrators. This session allows new and beginning teachers to ask questions and become oriented to our way of work and expectations. During these sessions, each beginning and new teacher is paired with a mentor teacher and/or guardian angel teacher. In addition, new teachers participate in the BTP (Beginning Teacher Program) where they receive written and oral feedback from peers and administrators in an effort to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and aid with their professional growth.

The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement. Teachers are provided with a mentor on their grade level and another peer teacher from another grade level they can go to for assistance. The assistance provided will include lesson plans assistance, Leon LEADS evaluation process, modeling lesson implementation activities, staff handbook training, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee.

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.

Springwood Elementary School has a team of Curriculum Leaders that monitor the standards being taught and implementation of the Pacing guides. We meet weekly with each grade level to plan the upcoming lessons or desegregate data to monitor our progress towards our goals. We discuss best practices for specific standards, provide for continuous monitoring of teacher strategies and student performance on informal and formal assessments, and address the achievement gap between sub groups at each grade level. To ensure that our core instructional programs and materials are aligned to the Florida Standards all teachers and administrators also attend required district trainings on effective implementation of district adopted materials and curriculum resources.

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.

A major commitment has been made by SWES to implement school-wide Curriculum Action Plans aligned to Florida Standards and Reading Professional Development Strategies. Common Core Curriculum Action Plans will act as curriculum pacing guides for instructors to follow during the 2017 – 2018 school year. Benchmark Assessment Guides will also be utilized in order to target and schedule school-wide content Mini-Lessons throughout the year as well as ongoing progress monitoring tools.

The FCIM will continue to be implemented in reading, writing, math and science for the 2017 – 2018 school year. In addition, school wide, research-based reading strategies and professional development. Meetings are held on a regular basis to ensure the pacing guide for the ELA Florida Standards is being followed.

Teachers will implement a balanced, 120 minute ELA block, and a daily 60 min math block and utilize the balanced literacy approach that includes whole group, small group, and one on one instruction based on student needs. We will meet with teachers and utilize the results of state assessments, grade-level assessments, weekly mini-assessments, state released standardized tests, computer-based assessments, teacher observations, and Benchmark Assessments to identify student needs and to determine whether subgroups are making progress towards adequate yearly progress (AYP).

ACTIVITIES FOR EFFECTIVE TIMELY ASSISTANCE:

1. Multiple measures will be used to ensure that students' difficulties are identified on a timely basis so that appropriate instruction can be implemented.
2. Professional development for staff will be included to help teachers identify student difficulties and how to provide appropriate assistance.
3. Teacher-parent conferences and MTSS Multi-Tiered Systems of Support meetings will be held as needed for any student.
4. Interventions will be offered and implemented and tailored to meet the specific needs of students struggling with the core curriculum.

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: After School Program

Minutes added to school year: 450

Participating students in our before and after-school Extended Day Enrichment Program have homework assistance with activity leaders, and enrichment activities. The Reading Pals program will be used with selected students to increase reading fluency and comprehension.

Strategy Rationale

The homework assistance and the implementation of the Reading Pals program will increase student motivation and build confident readers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Austin, Tina, austint@leonschools.net

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

Student Homework grades and AR/AIMS reading progress

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our kindergarten students receive developmental counseling through their Media/STEAM Block of special area. The topics covered include sharing, taking responsibility for their actions, the importance of following rules, and conflict mediation. Baseline testing was also completed this summer in an effort to balance classes. This information was used to plan instruction to best meet the student needs at the beginning of the year. Kindergarten students also participate in the state FLKRS assessment to determine further needs of students. Kindergarten parents are also encouraged to become members of our SAC and PTO and stay in communication all year with teachers and the school. Kindergarten students also receive daily and weekly progress reports to provide information to parents regarding student behavior. Teacher newsletters are sent home weekly/monthly to keep parents abreast of the weekly academic goals so they can assist their children at home. Incoming Kindergarten students are screened over the summer by our teachers to obtain more information for teachers to use when placing our incoming Kindergarten students. In addition, Kindergarten parents were provided with a Kindergarten Readiness booklet with helpful ways to assist their student over the summer and ways to enhance learning at home during the school year. Conferences to discuss student progress are scheduled with all Kindergarten parents within the first 9 weeks of school. During the last 9 week period, our 5th grade teachers meet with designated staff from our feeder middle schools to articulate incoming students from our school. They help our students become more familiar with the expectations of middle school classes and determine students needs before moving them to the middle school. In addition, we provide parents with an overview of the middle school curriculum and provide them with resource information they may need.

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.

Springwood has committed itself to being an AVID school for the 2017-18 school year. AVID (Advancement Via Individual Determination) is a college readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

HOW WE WILL REACH THESE GOALS

1. Teachers will meet weekly to collaboratively plan the WICOR lessons. Teachers will discuss any misconceptions that students may have for the concepts being taught for that week, select vocabulary words and write questions that include all levels of questioning and thinking. Teachers may also discuss how they will check for understanding as well as their plan for re-teach/interventions.
2. Teachers will model the proper use of the agenda book/AVID Binders in the beginning on the first day of school. Teachers will have their own interactive notebooks that they will use as an example for students to refer to for clarity. Teachers will update their agenda book daily for the first month of school. After that time the book will be maintained as a reference for new students that may come throughout the year or for students who lose their agenda book and have to start a new one. Teachers will check agenda books/planners for accuracy daily during the first month of school and then two weeks after Winter break and two weeks before the end of the year. Students will be provided with a rubric in advance.
3. Teachers will engage in group activities with students to model all levels of questioning and thinking. During the first month of school, teachers will frequently have students participate in activities where they have to determine what level a question is.
4. Teachers model note taking skills across grade levels and share ideas on how to utilize the notes school wide.

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

Students will be exposed to different careers that are not on the college track.

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Our school goal is to have at least 54% of students show proficiency on the 2017 FSA ELA Assessment.
- G2.** Our school goal is to have at least 70 % of our students show proficiency on the 2017 FSA Mathematics.
- G3.** By the end of 2017-2018 academic year, at least 54% of students will make learning gains in reading.
- G4.** At the end of 2017-2018 academic year, at least 75% of students will make learning gains in mathematics.
- G5.** By the end of the year 2017-2018 academic year, 50% of students in Lowest 25% will make learning gains in reading.
- G6.** At the end of 2017-2018 academic year, at least 50% of students in the lowest 25% will make learning gains in mathematics.
- G7.** By the end of 2017-2018 academic year, at least 50 % will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science.
- G8.** Springwood Elementary will work to develop a rigorous, relevant, and differentiated learning environment that promotes a college readiness culture through the use of AVID strategies.
- G9.** Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEAM fields. Awareness will act as our stepping stone to enhanced STEAM programs and development with all grade levels over time.
- G10.** Our goal for Parental involvement and volunteer hours will be 2500 hours for the 2017-2018 school year.

- G11.** Our current attendance rate is 95%.Our goal is to increase to 96% this school year.

- G12.** We plan to increase awareness of healthy lifestyle actions. Improving the health of employees will greatly affect productivity and morale.

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. Our school goal is to have at least 54% of students show proficiency on the 2017 FSA ELA Assessment. 1a

G098343

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Gap in expectations from grade level to grade level. Students enter the grade level without the prerequisites and teachers have to supplement the curriculum in order to close the gaps.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development provided by the district and school level support and modeling with district personnel for all ELA teachers to provide framework for ELA expectations for all students. Grade level meetings to ensure more text dependent writing across the curriculum and explicit comprehension strategy instruction will also be used.
- Technology training for our Tech con, reading coaches, and teachers. Unable to enter Assessments in computer from time to time. We are encouraging the use of more technology resources at home. Parents are being provided with the information and given instructions that more in depth at Curriculum nights. Use of more iPads, and laptops to enhance learning.
- Pacing adjustment, tutoring, mentors, use of more AVID strategies from K-5 teachers (to include interactive notebooks, SLANT WICOR, and binder checks).
- Use of anchor charts at the beginning of a chapter/unit/lesson, fluid groupings, daily small group specialized instruction, use of online and at home resources if needed,
- Collaborative meetings between teams occurring weekly on a more frequent basis, vertical team meetings, ongoing professional development, data guided grade level meetings, lesson plan checks, use of instructional leaders as coaches, inclusion model for ESE students, connecting math and science activities, use of collaborative Kagan strategies, departmentalized grade levels, use of focus walls in all classes.
- Incentives such as celebrations and recognition of students for progress towards academic goals (AP celebrations), fun and informative Literacy week activities.
- Use of rigorous supplementary materials,
- Parent Resource Guide, Weekly grade level newsletters to parents, Weekly school wide newsletters to parents. Parent University workshops.

Plan to Monitor Progress Toward G1. 8

District suggested curriculum implementation

Person Responsible

Champayne Ricciardi

Schedule

Monthly, from 8/1/2017 to 8/16/2018

Evidence of Completion

class scores for data review meetings

Plan to Monitor Progress Toward G1. 8

District suggested curriculum implementation

Person Responsible

Champayne Ricciardi

Schedule

Monthly, from 9/1/2017 to 8/16/2018

Evidence of Completion

Class data on assessments

G2. Our school goal is to have at least 70 % of our students show proficiency on the 2017 FSA Mathematics. 1a

G098344

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge of math skills, gaps in standards from grade level to grade level, lack of prerequisite skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will engage students in higher complex tasks that require them to generate and test hypotheses. Teachers will engage students in complex tasks using higher order thinking. Teachers will include a Problem of the Day each day. Using kid friendly terms. Teachers will relate math problems to real world situations, increased use of manipulatives More student led lessons and inquiry based questioning strategies for oral and written responses. Vertical team meetings, AVID strategies, note taking, interactive notebooks, agenda book and binder checks, Acaletics math strategies, Kagan strategies, Inclusion model for ESE students. Team collaboration and grade level meetings are much more frequent and occur after each assessment. Teaching strategies are based on the data and teachers collaborate to share ideas that are working for them. Use of FSA prep materials, altering the pace when necessary. Before and Afterschool tutoring.
- Use of Essential Questions and HOT problems and meaningful note taking. Teachers will use Essential Questions (H,M,L) to enhance core math lessons.
- Think Central online resources such as Soar to Success and animated math models. Use of ready and the increased use of math programs and games in technology with the new iPads and laptops.
- STEAM Club participation during Special Area rotation.
- Parent Curriculum nights, send information home to parents that are not able to come. Teachers will invite parents to school to participate in a math activity and provide parents with tips to assist their children.

Plan to Monitor Progress Toward G2. 8

Use of higher order thinking skills
Use of Daily Problem of the day to engage and challenge students

Person Responsible

Tina Austin

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

Math Journals, homework

G3. By the end of 2017-2018 academic year, at least 54% of students will make learning gains in reading.

1a

G098345

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Low student motivation Poor student attendance Fluid intervention groupings

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will provide interventions to help students become successful and build their confidence. Outstanding Owl Recognition Initiatives will be implemented. We will provide attendance rewards to classes to increase attendance overall in school. Conferences will be scheduled with parents of students with attendance concerns. The early identification of students and student needs will be an ongoing progress monitoring process using benchmarking assessments and re-teaching strategies when students are not making progress. Teachers will differentiate Instruction with the use of small group instruction. Teachers will use various resources for re-teaching skills in iReady.

Plan to Monitor Progress Toward G3. 8

Intervention implementation
Early identification of Benchmark assessments
Attendance concerns

Person Responsible

Kaitlyn Mixon

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Data binders Aimsweb testing Benchmark assessment data

G4. At the end of 2017-2018 academic year, at least 75% of students will make learning gains in mathematics. 1a

G098346

Targets Supported 1b

Indicator	Annual Target
	75.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Springwood will offer remediation tutoring after school to eligible students. Offer before-school computer lab time. The materials to be used will be coordinated for each grade level. The increased use of word problems (Problem solving portion of the classwork) in classrooms will occur. All teachers are going to be sure to include the word problems daily and literacy strategies in math. The alignment of instruction with end of year state assessments will take place during Vertical Team meetings and Professional development days. Teachers will follow the district Pacing Guides. Acaletics and Kagan strategies will be utilized in classes.

Plan to Monitor Progress Toward G4. 8

Increased use of problem solving techniques

Person Responsible

Tina Austin

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Math assessments

G5. By the end of the year 2017-2018 academic year, 50% of students in Lowest 25% will make learning gains in reading. 1a

G098347

Targets Supported 1b

Indicator	Annual Target
	50.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will complete AIMSweb testing, aims probes, use of resource tools on iReady to reteach, use of iReady daily, before and after-school tutoring will be offered to eligible students, and teachers will utilize reading buddies when available. Teachers will offer parental support to promote reading initiatives at home. Student incentives (certificates, student recognition) for making efforts in reading.

Plan to Monitor Progress Toward G5. 8

Teacher led Interventions
Aimsweb assessment data
STAR assessment data
Lexia data
iReady data
Achieve-KidBiz

Person Responsible

Tina Austin

Schedule

On 5/31/2018

Evidence of Completion

Grade level data review Teacher documentation of students meeting goals.

G6. At the end of 2017-2018 academic year, at least 50% of students in the lowest 25% will make learning gains in mathematics. 1a

G098348

Targets Supported 1b

Indicator	Annual Target
	50.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

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Plan to Monitor Progress Toward G6. 8

Number Sense

Person Responsible

Champayne Ricciardi

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Intervention mini- assessments, Classwork, Homework

G7. By the end of 2017-2018 academic year, at least 50 % will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science. 1a

G098349

Targets Supported 1b

Indicator	Annual Target
	50.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented. Virtual and hands-on interactive science labs. Focus on Text Dependent Questioning that require both oral and written responses. Common Core Curriculum should incorporate more informational text at all grade levels.

Plan to Monitor Progress Toward G7. 8

Increase Science knowledge especially in grades 3-5.

Person Responsible

Tina Austin

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Chapter tests, classwork, Baseline and Midyear Assessments

G8. Springwood Elementary will work to develop a rigorous, relevant, and differentiated learning environment that promotes a college readiness culture through the use of AVID strategies. 1a

G098350

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will celebrate student success using various methods such as brag boards, AR/STAR parties, 90% Club, and student recognition on Springwood in the Morning news show. The Outstanding Owl Recognition Initiatives will continue. A parent workshop will be offered focusing on reading tips for parents. The school will have open communication with parents to inform them of Parent night activities as well as all other school events. We will also provide helpful reading tips in the grade level newsletters and in the school wide newsletters. Food and childcare will be provided at all parent meetings. Teachers will provide clear learning goals and rubrics, and track student progress; Collaboration with vertical teams for brainstorming and articulation The incorporation of test taking strategies in preparation for Spring testing; the addition of essential questions into lesson planning and classroom instruction will be utilized. We will have additional training on Webbs Depth of Knowledge and increased attention to vocabulary. The increased use of florida standards, learning progressions, and text dependent questioning and writing techniques will be used. The increased use of Data Review meetings among the grade level will guide instructional techniques or changes. AVID organizational strategies will be implemented with 4th and 5th grade students and school-wide activities related to college readiness will be implemented to promote school-wide college readiness skills and increase awareness of academic and vocational future opportunities.

Plan to Monitor Progress Toward G8. 8

Increased college readiness skills using AVID strategies

Person Responsible

Schedule

Monthly, from 9/1/2017 to 9/1/2018

Evidence of Completion

Monthly Binder checks, End of year College Projects for all classes

G9. Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEAM fields. Awareness will act as our stepping stone to enhanced STEAM programs and development with all grade levels over time. 1a

G098351

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- STEAM activities will be incorporated into the Special Area schedule.

Plan to Monitor Progress Toward G9. 8

Person Responsible

Tina Austin

Schedule

On 6/1/2018

Evidence of Completion

G10. Our goal for Parental involvement and volunteer hours will be 2500 hours for the 2017-2018 school year. 1a

G098352

Targets Supported 1b

Indicator	Annual Target
	2500.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement due to childcare constraints and time constraints. Low parental involvement due to lack of interest or conflicts with parent work schedules. Utilizing parent assistance effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide childcare during parent workshops. Provide food for parents and students on parent workshop nights so parents do not have to cook. Provide incentives to parents and/or students for attending the workshops. The proposed workshop topics are parents with events that supports them as parents: Bring dads to school-serve breakfast to dads Muffins with Moms-serve breakfast to moms Cooking Seminar – Helping parents to manage their time wiser with cooking healthy “quick” meals Finance Seminar – Learning how to make a budget, live within a budget and plan for the future Motivational Speaker – Building parent/school moral Curriculum Nights (2 a year) *Parent surveys will determine which topics would be of best interest to our parents. Open House Parent Parent Conference Week in October Suggestion Box Coordinate with the Volunteer Coordinator to use volunteers appropriately. Parents can volunteer from home, and at school, with fundraisers, with classroom activities, and to accommodate grade level needs. *Inform parents of various ways to volunteer for Springwood at home. In parent newsletters, list serv, and on teacher web pages. Inform parents of volunteer opportunities such as collating books and cutting out materials at home, providing ingredients for cooking projects, or donating school project supplies. Grade level teams, parent involvement committees and staff representatives Open lines of communication and reach out to more parents using the Remind 101 textmessaging to send updates on school information, send home a condensed parent friendly version of our newsletter-What's the Hoot. Send home information soliciting parent emails if they would like for us to register them to receive list serv messages. Use that platform to inform parents of school rules, safety concerns, upcoming events, and the importance of being in school daily and being on time.

Plan to Monitor Progress Toward G10. 8

Meaningful Parent Involvement activities

Person Responsible

Tina Austin

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent Sign in sheets Parent Surveys

G11. Our current attendance rate is 95%.Our goal is to increase to 96% this school year. 1a

G098353

Targets Supported 1b

Indicator	Annual Target
	96.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will send home Attendance reports from Pinpoint as necessary for students with poor attendance rates. Attendance conferences will take place for parents of students with excessive absences or tardies. These conferences will be led by the Referral Coordinator and the AP Attendance Warning Letters from Pinpoint will be sent home with progress alerts and report cards every 9 weeks. We will increase the communication between the school and the home when attendance is a factor. Increase parental awareness of attendance policy and statistics related to attendance through classroom and school newsletters, flyers, attendance warning letters via Pinpoint, and attendance conferences with parents. Attendance Incentives to increase student motivation to be at school and be here on time. The reward program will provide incentives for students and classes that achieve perfect attendance. Create a weekly spot on the morning show showcasing Perfect Attendance classes. Recognize those with a good attendance record regularly on our morning show. Students will be recognized and rewarded accordingly. Teacher training at faculty meetings to ensure uniform attendance tracking practices school wide. Attendance will initially be taken by the teacher and all other entries will be completed in the office for accuracy.

Plan to Monitor Progress Toward G11. 8

Attendance Initiatives

Person Responsible

Tina Austin

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance reports in Pinpoint-compare month by month Attendance Warning Letters Attendance Conference records CSAP Forms to district

G12. We plan to increase awareness of healthy lifestyle actions. Improving the health of employees will greatly affect productivity and morale. 1a

G098354

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Champions programs to promote fitness and exercise with students Staff Champions program to promote fitness and exercise with employees Nutrition Assembly for students Nutrition Awareness lessons in PE classes 95210 Awareness Initiatives school wide Staff participation in community health and fitness initiatives-continue with our yearly Health Fair for students. Continue with our 5K walk to promote healthy practices and raise fund for cancer research and resources.

Plan to Monitor Progress Toward G12. 8

Wellness Initiatives

Person Responsible

Tina Austin

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance and participation in community fitness opportunities Staff surveys Parent feedback

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. Our school goal is to have at least 54% of students show proficiency on the 2017 FSA ELA Assessment.

1

 G098343

G1.B1 Gap in expectations from grade level to grade level. Students enter the grade level without the prerequisites and teachers have to supplement the curriculum in order to close the gaps. **2**

 B264575

G1.B1.S1 Utilization of Reading Coach to Model instructional practices and co-teach lessons with teachers. **4**

 S280291

Strategy Rationale

Teacher support and development in order to increase instructional effectiveness.

Action Step 1 **5**

Professional Development for ELA and math strategies

Person Responsible

Tina Austin

Schedule

Quarterly, from 8/16/2017 to 8/16/2018

Evidence of Completion

Agendas, PLC Notes, Artifacts

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

Weekly meetings to monitor assessment data or plan lessons for the upcoming week

Person Responsible

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Assessment data for Wonders and Go Math and report card data every 9 weeks Evidence will be teacher strategies changed based in class and grade level data. Assessment data should improve.

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

Leon LEAD teacher observations

Person Responsible

Tina Austin

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Observation data given to teachers regarding instructional teaching strategies feedback.

G2. Our school goal is to have at least 70 % of our students show proficiency on the 2017 FSA Mathematics.

1

G098344

G2.B1 Lack of prior knowledge of math skills, gaps in standards from grade level to grade level, lack of prerequisite skills. 2

B264581

G2.B1.S1 Professional development for teachers utilizing our math advocates to ensure teachers are utilizing district suggested teaching strategies. 4

S280292

Strategy Rationale

Training from our own leadership team will assist with monitoring and follow up. Utilizing our own staff will ensure a smooth implementation and our teachers will have resources on campus if scores begin to decline.

Action Step 1 5

Collaborative Lesson Planning meetings to review class data

Person Responsible

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

Leon LEADS teacher observations to ensure implementation of curriculum.

Person Responsible

Tina Austin

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Classroom Assessment data

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

Leadership team meetings to discuss effectiveness of SIP goals

Person Responsible

Tina Austin

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Data from all sources including quarterly district assessments

G3. By the end of 2017-2018 academic year, at least 54% of students will make learning gains in reading. 1

G098345

G3.B1 Low student motivation Poor student attendance Fluid intervention groupings 2

B264582

G3.B1.S1 Attendance conferences with parents for students that are truant. 4

S280293

Strategy Rationale

Attendance affects student grades and progression

Action Step 1 5

Attendance meetings with parents

Person Responsible

Champayne Ricciardi

Schedule

Monthly, from 10/1/2017 to 5/31/2018

Evidence of Completion

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

Attendance meetings with MTSS team to discuss attendance strategies and monitor attendance follow up.

Person Responsible

Champayne Ricciardi

Schedule

Monthly, from 11/1/2017 to 5/1/2018

Evidence of Completion

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

Attendance meeting follow up

Person Responsible

Champayne Ricciardi

Schedule

Monthly, from 11/1/2017 to 5/1/2018

Evidence of Completion

Monitor attendance date following parent conferences.

G10. Our goal for Parental involvement and volunteer hours will be 2500 hours for the 2017-2018 school year.

1

G098352

G10.B1 Lack of parent involvement due to childcare constraints and time constraints. Low parental involvement due to lack of interest or conflicts with parent work schedules. Utilizing parent assistance effectively. 2

B264589

G10.B1.S1 Provide childcare during parent workshops to parents. Provide food for parents and students on parent workshop nights so parents do not have to cook. Provide incentives to parents and/or students for attending the workshops. 4

S280294

Strategy Rationale

To give parents an incentive to attend school activities.

Action Step 1 5

Parenting Workshops

Person Responsible

Tina Austin

Schedule

Triannually, from 10/1/2017 to 5/31/2018

Evidence of Completion

Parent Surveys

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Meaningful Parent Involvement activities

Person Responsible

Champayne Ricciardi

Schedule

On 5/31/2018

Evidence of Completion

Flyers for Parent workshops Sign In sheets from workshops

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G10.B1.S1.MA1 M409210	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M409201	Attendance meeting follow up	Ricciardi, Champayne	11/1/2017	Monitor attendance date following parent conferences.	5/1/2018 monthly
G3.B1.S1.MA1 M409202	Attendance meetings with MTSS team to discuss attendance strategies and monitor attendance follow...	Ricciardi, Champayne	11/1/2017		5/1/2018 monthly
G10.MA1 M409212	Meaningful Parent Involvement activities	Austin, Tina	9/1/2017	Parent Sign in sheets Parent Surveys	5/31/2018 monthly
G2.B1.S1.A1 A377986	Collaborative Lesson Planning meetings to review class data		9/1/2017		5/31/2018 monthly
G3.B1.S1.A1 A377987	Attendance meetings with parents	Ricciardi, Champayne	10/1/2017		5/31/2018 monthly
G10.B1.S1.MA1 M409211	Meaningful Parent Involvement activities	Ricciardi, Champayne	9/1/2017	Flyers for Parent workshops Sign In sheets from workshops	5/31/2018 one-time
G10.B1.S1.A1 A377988	Parenting Workshops	Austin, Tina	10/1/2017	Parent Surveys	5/31/2018 triannually
G2.MA1 M409200	Use of higher order thinking skills Use of Daily Problem of the day to engage and challenge...	Austin, Tina	9/1/2017	Math Journals, homework	6/1/2018 daily
G3.MA1 M409203	Intervention implementation Early identification of Benchmark assessments Attendance concerns	Mixon, Kaitlyn	9/1/2017	Data binders Aimsweb testing Benchmark assessment data	6/1/2018 monthly
G1.B1.S1.MA1 M409194	Leon LEAD teacher observations	Austin, Tina	9/1/2017	Observation data given to teachers regarding instructional teaching strategies feedback.	6/1/2018 monthly
G1.B1.S1.MA1 M409195	Weekly meetings to monitor assessment data or plan lessons for the upcoming week		9/1/2017	Assessment data for Wonders and Go Math and report card data every 9 weeks Evidence will be teacher strategies changed based in class and grade level data. Assessment data should improve.	6/1/2018 monthly
G2.B1.S1.MA1 M409198	Leadership team meetings to discuss effectiveness of SIP goals	Austin, Tina	9/1/2017	Data from all sources including quarterly district assessments	6/1/2018 monthly
G2.B1.S1.MA1 M409199	Leon LEADS teacher observations to ensure implementation of curriculum.	Austin, Tina	9/1/2017	Classroom Assessment data	6/1/2018 monthly
G1.MA1 M409196	District suggested curriculum implementation	Ricciardi, Champayne	8/1/2017	class scores for data review meetings	8/16/2018 monthly
G1.MA2 M409197	District suggested curriculum implementation	Ricciardi, Champayne	9/1/2017	Class data on assessments	8/16/2018 monthly
G1.B1.S1.A1 A377985	Professional Development for ELA and math strategies	Austin, Tina	8/16/2017	Agendas, PLC Notes, Artifacts	8/16/2018 quarterly

VII. Budget

1	G1.B1.S1.A1	Professional Development for ELA and math strategies	\$4,709.02
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Leon - 0501 - Springwood Elementary School - 2017-18 SIP
Springwood Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0501 - Springwood Elementary School	School Improvement Funds		\$4,709.02
			<i>Notes: Professional Development Planning Days for all grade levels. Curriculum Alignment, and Focus Calendar planning for the new standards.</i>			
2	G10.B1.S1.A1	Parenting Workshops				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0501 - Springwood Elementary School			\$0.00
3	G2.B1.S1.A1	Collaborative Lesson Planning meetings to review class data				\$0.00
4	G3.B1.S1.A1	Attendance meetings with parents				\$0.00
					Total:	\$4,709.02