

Suwannee County Schools

# Suwannee Springcrest Elementary



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Suwannee Springcrest Elementary

1419 WALKER AVE SW, Live Oak, FL 32064

sis.suwannee.k12.fl.us

## Demographics

**Principal: Jennifer Beach**

Start Date for this Principal: 3/19/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (44%) 2017-18: D (37%) 2016-17: C (45%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Suwannee County School Board on 9/22/2020.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Suwannee Springcrest Elementary

1419 WALKER AVE SW, Live Oak, FL 32064

sis.suwannee.k12.fl.us

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>46%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

## School Board Approval

This plan was approved by the Suwannee County School Board on 9/22/2020.

## SIP Authority

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>.

## 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. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Suwannee County Schools District Mission:

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Under the new configuration, Springcrest Elementary is the School of Leadership in Suwannee County.  
Our Mission:

At Springcrest Elementary, we work together with students, families, and the community to ensure that all students learn how to be leaders, live the 7 Habits of Highly Effective People, and give back to others.  
We: Learn it. Live it. Give it.

#### **Provide the school's vision statement.**

Suwannee County Schools District Vision:

Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

Springcrest Elementary Leadership Vision aligns to the District and the Leader in Me vision.

Our Vision:

Springcrest Elementary is a school of leadership in which every child will achieve and be a successful leader in the 21st century.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Beach, Jennifer	Principal	<p>The principal, Jennifer Beach, serves as the instructional leader by communicating the school's vision and high expectations for all students. She practices shared decision making by collaborating with the leadership team, content area team leaders, action (committee) teams, during PLCs, and with parents and community members during SAC meetings. Mrs. Beach serves as the administrative advisor of the Lighthouse Leadership Team as the school implements the Leader in Me based on the 7 Habits of Highly Effective People. She schedules meetings and collaborates with staff and the community to communicate the school's mission and vision for our new configured school's theme, School of Leadership. It is also her responsibility to ensure the SIP action steps are implemented and monitored. She actively takes part in data analysis and serves on the MTSS team as well as the Student Support Team. She supports teachers and students by gathering information, materials, resources, and plans appropriate professional learning to support high quality instruction aligned to the standards. Mrs. Beach conducts daily walk-throughs and completes employee evaluations. Mrs. Beach considers herself as a "servant" leader.</p>
Stevens, Wendy	Instructional Coach	<p>The instructional coach, Wendy Stevens serves on the leadership team to help build teacher capacity and their understanding of instructional practices as related to the standards and data driven instruction. She is responsible for ensuring high-quality instruction in classrooms through modeling and/or co-planning. Additionally, she assists teachers with resources, materials, tools, and information to support classroom instruction and planning, including new resources. She will also promote reflection and provide guidance to new teachers. Mrs. Stevens will actively collaborate and analyze data with teachers to reflect, plan, and make instructional decisions to meet students' needs during MTSS meetings and PLCs. She also serves on the Leader in Me Lighthouse team working with the other members to implement the 7 Habits of Highly Effective People and the Leader in Me common language, and action plan. She is the Co-Coordinator of the Lighthouse Team working with Mrs. Roper and the action team to secure business, community, and organization partnerships. She also leads the School Advisory Council meetings.</p>
Cherry, Keith	Dean	<p>The dean, Keith Cherry serves as a school leader by assisting the principal in maintaining a positive school climate and culture of character within the school. He serves as the lead on the Safety Action Team establishing high standards of conduct and a safe and secure learning environment for all students and staff. Additionally, he coordinates all safety drills. Mr. Cherry administers appropriate discipline to students as outlined in the Student Conduct and Discipline Code. He also works with the guidance counselor to implement and monitor SCSD's policy on bullying. Mr. Cherry serves on the Leader in Me Lighthouse team working with the other members to implement the 7 Habits of Highly Effective People and the Leader in Me common language, environment, and action plan.</p>



Name	Title	Job Duties and Responsibilities
Singletary, Debbie	School Counselor	<p>The guidance counselor, Debbie Singletary serves as a school leader by coordinating the Response to Intervention and MTSS process. She will lead and manage student Individual Educational Plans, 504 meetings, and facilitate the planning for ELL students. Additionally, she will meet and collaborate with the leadership team on strategies, programs, and counseling needs to ensure we provide a supportive environment for all students (emotionally, socially, as well as academically). The guidance counselor also works on the master schedule to strategically place the students. She is responsible for implementing and monitoring the SCSD's policy on bullying and will provide instruction to students on bullying, assess students in the MTSS process, and provide individual counseling sessions as warranted. Additionally, she will be involved in any threat assessments as they occur. Mrs. Singletary serves on the Leader in Me Lighthouse team working with the other members to implement the 7 Habits of Highly Effective People and the Leader in Me common language, environment, and action plan.</p>
Kinard, Mary	Teacher, K-12	<p>Mary (MJ) Kinard is a 4th grade math and science teacher. She also has prior experience as an instructional coach. Ms. Kinard is a member of the Academics Action Team working with Lighthouse team leader, Megan Collins on empowering instruction which includes building trusting relationships, student-led learning, and collaborative planning and reflection. She also serves on the School Advisory Council (SAC) serving as the secretary and is working on her Master's degree in Educational Leadership. She is the representative from upper elementary (3-5) to ensure the SIP action steps address their specific needs.</p>
Roper, Theda	Teacher, K-12	<p>Theda Roper has served the school as a classroom teacher, gifted teacher, and art teacher. This year, she is the Leadership Liaison and Co-Coordinator for the Leader in Me implementation. Mrs. Roper will teach leadership and service learning classes to the students at Springcrest Elementary in grades K-5. She will also be instrumental as the liaison between the school-home connection and partnering with businesses and community organizations. She serves on the Leader in Me Lighthouse team working with the other faculty members to implement the 7 Habits of Highly Effective People and the Leader in Me common language, and action plan. Mrs. Roper will lead the Shared Leadership Action team on the Lighthouse Team with Jenny Clark (5th Grade teacher/grade level team leader). They will be working on an action plan that implements leadership roles for students in the classroom and at the school level. Additionally, Mrs. Roper will continue to serve gifted students.</p>
Reaves, Becky	Teacher, K-12	<p>Becky Reaves teaches second grade and serves as the grade level team leader. She also serves on the Leader in Me Lighthouse team working with the other members to implement the 7 Habits of Highly Effective People and the Leader in Me common language, and action plan. Mrs. Reaves is the team leader of the Academics Action Team on student led achievement focusing on student goals, keeping leadership notebooks, and implementing student-led conferences. She is also the math lead for primary grades</p>

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

serving on the district-level math leaders team. She is the classroom teacher representative from the primary grades (K-2) to ensure the action steps address their specific needs.

**Demographic Information**

**Principal start date**

Monday 3/19/2018, Jennifer Beach

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

37

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (44%) 2017-18: D (37%)

	2016-17: C (45%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	88	88	75	87	91	0	0	0	0	0	0	0	507
Attendance below 90 percent	20	29	31	21	24	24	0	0	0	0	0	0	0	149
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	3	3	5	2	0	0	0	0	0	0	0	14
Course failure in Math	0	1	2	2	8	8	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	22	0	0	0	0	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	3	10	23	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	7	1	1	1	3	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 8/25/2020

**Prior Year - As Reported**

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	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	0

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	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	0

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	53%	57%	42%	50%	55%
ELA Learning Gains	51%	64%	58%	50%	68%	57%
ELA Lowest 25th Percentile	43%	50%	53%	43%	47%	52%
Math Achievement	45%	55%	63%	48%	57%	61%
Math Learning Gains	47%	64%	62%	57%	70%	61%
Math Lowest 25th Percentile	32%	31%	51%	44%	48%	51%
Science Achievement	43%	48%	53%	32%	34%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019	46%	48%	-2%	58%	-12%
	2018	41%	46%	-5%	56%	-15%
Same Grade Comparison		5%				
Cohort Comparison		46%				
05	2019	46%	47%	-1%	56%	-10%
	2018	47%	48%	-1%	55%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019	49%	50%	-1%	64%	-15%
	2018	35%	40%	-5%	62%	-27%
Same Grade Comparison		14%				
Cohort Comparison		49%				
05	2019	38%	43%	-5%	60%	-22%
	2018	45%	47%	-2%	61%	-16%
Same Grade Comparison		-7%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	44%	-2%	53%	-11%
	2018	36%	40%	-4%	55%	-19%
Same Grade Comparison		6%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	33	36	19	37	32	23				
ELL	41	48	52	35	44	29	13				
BLK	23	33	29	22	33	29	16				
HSP	43	49	42	41	49	32	37				
MUL	46	59		50	48		41				
WHT	58	59	52	54	52	36	56				
FRL	39	47	44	38	44	35	36				

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	37	32	18	28	16	24				
ELL	29	48	37	27	31	19	12				
BLK	28	37	29	25	26	24	27				
HSP	43	51	43	38	34	18	29				
MUL	38	39		33	29		33				
WHT	53	48	41	48	39	19	43				
FRL	42	44	36	37	34	20	34				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	37	34	19	34	29	5				
ELL	19	45	46	26	51	44	6				
BLK	25	47	46	31	48	41	18				
HSP	35	48	42	40	53	36	23				
MUL	31	38		27	46		15				
WHT	51	52	44	58	62	48	41				
FRL	36	48	42	41	52	41	23				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

**English Language Learners**

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**



**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest data component on the 2019 FSA was: Math Gains in the Lowest 25th Percentile. Suwannee Intermediate School (SIS), the former 4-5 school was 32%. This was up 13 percentage points (19%) from the previous year (2018). It was still 12 percentage points below the year prior (2017) and below the District and State averages.

Based on the iReady Diagnostic administered at the beginning of this year (2020), 23% of the students scored at risk (2-3 years below grade level) in reading and 24% scored at risk in math. Third and fifth grade had the highest percentage of students that scored at risk in reading (third: 41% and fifth: 45%). Third and fourth grade had the highest percentage of students that scored at risk in math (third: 40% and fourth: 41%).

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

All school data components showed an increase from the prior year. The grade level data (which includes all students tested-not school grade data) indicated decreases in ELA and Math in 5th grade. There was a 1% decrease in ELA achievement, however a 5% increase in the same cohort comparison and a 7% decrease in Math achievement, however a 3% increase in the cohort comparison. Students in the Black/African American ESSA subgroup showed a decrease in all components except math learning gains. Since the schools are reconfigured, and students did not take the final Diagnostic (COVID-19), we do not have iReady Diagnostic data that would show greatest decline from prior year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that has the greatest gap when compared to the state average was Math achievement. In 4th grade SIS had 49% of the students score Level 3 and up. This was an increase of 14 percentage points from the prior year (35%), however the state average was 64%, therefore the gap is 15 percentage points. 5th grade had 38% score Level 3 and up which is a decrease from the 45% the prior year, however it is a 3% increase from the same cohort group. The state average was 60% which indicates a 22 percentage point gap. The math achievement has fluctuated up and down from 41% to 48% level 3 and above over the past four years. Possible factors that have contributed to this gap could include:

- 1-Change in the leadership at the school four times in four years.
- 2-Curriculum utilized has also changed and not been consistent the prior three years. This past year the same curriculum was used consistently.
- 3-Unique school configuration (each elementary school has two grade levels)
- 4-High turn over of teachers

NOTE: The three elementary schools in Live Oak (Suwannee Primary, grades PreK-1; Suwannee Elementary, grades 2-3; and Suwannee Intermediate, grades 4-5) have reconfigured to three traditional elementary schools each serving PreK-5 students. Our prior data was based only on 4th and 5th grade students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement on the 2019 FSA was the lowest quartile learning gains in math. The prior year, 2018, 19% of the lowest quartile students showed learning gains. In 2019, 32% of the lowest quartile students showed learning gains. Focus on the students in the lowest quartile is a high priority. Progress monitoring data is posted in the data room so teachers and the leadership team could discuss progress during PLCs. Students in the lowest quartile were assigned a mentor and mentors met with the students at least once a grading period to go over progress, celebrate achievements, and address weaknesses. Teachers were also provided with additional resources including assistance from the district math coach, computer software that included an adaptive intervention program (Education Galaxy and Lift-Off Intervention), and extra intervention sessions with a math teacher were scheduled prior to testing.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Some of the students in the lowest quartile on the 2019 FSA and ESSA subgroups are also students that are part of the EWS data. Attendance and students with two or more indicators indicate potential areas of concern that our new focus, Leader in Me will address.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase achievement in ELA and Math across all groups including a focus on the ESSA subgroups.
2. Implement the Leader in Me process to start the new year that focuses on the whole child; everyone is a leader and has strengths. Leader in Me addresses the school culture, student behavior, attendance, students' social-emotional skills, and staff and student engagement. Positive culture will lead to academic success.
3. Monitor the mentor/mentee ESSA groups.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

Springcrest Elementary School is the School of Leadership in its inaugural year. We are implementing the Leader in Me (LIM) process to support the culture of a leadership school and increase academic achievement. To date, over 30 independent academic-research studies have evaluated Leader in Me effectiveness. From quantitative analysis of statewide data to qualitative studies that analyzed interviews of educators, parents, and students LIM schools is making a measurable impact on schools. Nearly all of the studies were reviewed by a peer or academic advisory group before release. Research regarding the Leader in Me reveals a wide variety of impact. Leader in Me Schools help students and staff build the skills and competencies necessary for student achievement. They also create a school culture where students and staff feel safe, engaged, and positively impact behavior. "Students at LIM schools who were in the bottom 25% made gains 3% higher than those in the bottom 25% at non-LiM schools" (Dr. Pascal, Dr. Ohlson, Dr. Lee, 2016, University of North Florida, p. 14). It was also noted that "63% of students proficient in the 7 Habits (the core of LIM schools) scored at or above the ELA Benchmark Grade-Level compared to only 22% of students who were not" (A. Lynn, M.A., 2015, California State University, San Marcos). LIM schools had an average "6.7% increase in 4th grade ELA state test results compared with their pre-Leader in Me performance" (Dr. Dick, Dr. Burstein, Bergeron, 2017, University of Louisiana at Lafayette). As students apply the expanded set of skills taught in LIM schools, academic achievement improves. For these reasons, Springcrest will fully implement the Leader in Me plan based on the 7 Habits of Highly Effective People.

100% of the students will serve in one or more leadership roles in the classroom and or at the school level. Students in Leader in Me Schools build the skills and competencies necessary for student achievement that will lead us to our measurable outcome goals.

**Measurable Outcome:**

Academic measurable outcomes: increase reading and math achievement proficiency in 3rd-5th grade on iReady and/or FSA to 50% or higher. The 2019 FSA data indicated 47% scored level 3 in reading and 45% scored level 3 in math.

Current baseline Diagnostic results: 24% are on or above grade level, 54% are one year below grade level, and 23% are at risk- two or more years below based on the reading iReady results. In math, 13% are on or above grade level, 63% are one year below grade level, and 24% are at risk at two or more years below grade level.

**Person responsible for monitoring outcome:**

Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

**Evidence-based Strategy:**

Implement the evidence-based Leader in Me process. Provide instruction for staff and students on the 7 Habits of Highly Effective People. Objective evidence of Leader in Me impacts has been steadily growing since 2010.

**Rationale for Evidence-based Strategy:**

Leader in Me is a whole-school improvement model designed to create change across a wide variety of areas. Consequently, research regarding the Leader in Me reveals a wide variety of impact. With the reconfiguration, each elementary school has a focus theme. Springcrest Elementary is the school of leadership. The Leader in Me process appears to be a perfect fit for our new population.

**Action Steps to Implement**

Springcrest faculty and staff (including all teachers, administrators, paraprofessionals, office support, and custodians) will participate in the 7 Habits of Highly Effective People training 2 days during preplanning.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Teachers will implement a common morning meeting or DEAL (Drop Everything And Lead) time-to provide leadership instruction daily.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

All students will serve in one or more leadership roles in the classroom and/or at the school level. This step includes the initial start of school patrols made up of 5th grade students.

**Person Responsible** Theda Roper (theda.roper@suwannee.k12.fl.us)

Develop school-wide action teams to identify and coordinate systems that engage as many people as possible (include all faculty members) to accomplish work to be done. The faculty Lighthouse Team was implemented this summer.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Establish a student Lighthouse Leadership Team to provide direction in the implementation and sustainability of Leader in Me. The student Lighthouse Team will ensure student input is utilized for school-wide and community projects and events.

**Person Responsible** Theda Roper (theda.roper@suwannee.k12.fl.us)

Students will select and participate in leadership-based clubs weekly.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

The school and teachers will reach out to the community for partnerships that will include mentoring, guest speakers, volunteering, club sponsors, joint service projects and financial assistance.

**Person Responsible** Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Implement student leadership notebooks in all grade levels with common information included. Five sections: Myself-capture interests, personal mission, WIGS- Wildly Important Goals, My Learning-track progress of learning and on goals, My Leadership-captures experiences and learning as a leader, and My Celebrations-track academic, professional, and personal celebrations/achievements.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Implement student-led leadership events (once COVID-19 permits) after school to communicate theme, data, and progress to parents, community, and business leaders.

**Person Responsible** Keith Cherry (keith.cherry@suwannee.k12.fl.us)

**#2. ESSA Subgroup specifically relating to African-American**

**Area of Focus Description and Rationale:** Students in the Black/African American ESSA subgroup showed a decrease in all components except math learning gains on the 2019 FSA. The Black/African American subgroup has been below 32% for two consecutive years. On the 2019 FSA, this subgroup of students (now in 5th grade) had 23% score level 3 or higher on ELA and 22% score level 3 or higher on Math. Some of these students are now in the 5th grade at Springcrest. The Federal Index in 2019 for this subgroup was 26. We need to target students in this subgroup with specific intensive, explicit and systematic instruction.

**Measurable Outcome:** Increase the Federal Index by 6 points or more and Increase the percentage of students that score level 3 on FSA ELA and Math by 10% in each content area to close the gap.

**Person responsible for monitoring outcome:** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

**Evidence-based Strategy:** Provide intensive, explicit, and systematic instruction."Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening" (IES Practice Guide, What Works Clearinghouse, 2009).

**Rationale for Evidence-based Strategy:** Research demonstrates that explicit instruction is associated with improved reading outcomes among struggling students (Gersten et al., 2008; National Reading Panel, 2000). In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting until students are able to apply a skill independently (Archer & Hughes, 2011).

**Action Steps to Implement**

Provide opportunities for professional learning communities to analyze diagnostic and common assessments; determine interventions needed, plan instruction, align standards, and include time for reflection. Monitor and assist in Tuesday Talks PLCs, monthly PLC meetings, and weekly common planning.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Conduct monthly data chats with teachers in grade level teams and administration; data chats with teachers and students, and students with parents. Teachers will schedule student data chats twice a nine weeks to review information (goals, progress, and next steps) in student leadership binders. Mentors will also have data chats with their mentees.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Provide a 40-minute intervention/enrichment time called "Team Time" in the master schedule in which a paraprofessional pushes in to assist the classroom teacher with small groups on specific skills. Students scoring in iReady group 1 have gaps in foundational skills (usually 2-years behind) and will be provided explicit and systematic intervention using the LEAP program 2-3 times a week.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Provide an additional intervention for students that are in instructional group 3 on the iReady Diagnostic indicating vocabulary gaps and provide the explicit teaching of prefixes, suffixes and root words to support decoding and promote reading comprehension using the Lexonik program. Lexonik is a one hour lesson for six weeks The face to face sessions are prescriptive, intensive and highly effective. Lexonik incorporates:

- small intensive, targeted group work
- repetition and reinforcement
- encouragement of active recall
- speaking and listening activities
- lively energetic teaching at a rapid pace
- multi-sensory activities so that pupils experience hearing, saying and doing within the same activity targeting vocabulary.

**Person Responsible** Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Schedule monthly support and professional learning from the district reading, math, and science coordinators and/or school instructional coach.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Post, reflect, monitor, and problem solve student data results from iReady diagnostic assessments in the PLC data room.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Assign subgroup students (in grades 3-5) a mentor (from leadership team, special area teachers, and paraprofessionals) that meet with them regularly (at least monthly or quarterly) to discuss progress (academic progress, leadership development, goals, behavior, etc.).

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Conduct monthly data chats with teachers in grade level teams and administration; data chats with teachers and students, and students with parents. Teachers will schedule student data chats twice a nine weeks to review information (goals, progress, and next steps) in student leadership binders.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Schedule Leadership Data Night in which students share their student leadership notebooks with parents, community and business members (if COVID-19 permits).

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Academic achievement in the Student with Disabilities subgroup dropped on the 2019 FSA ELA from 21% to 17%. Learning gains went down from 37% to 33%, while L25% learning gains went up 4 percentage points from 32% to 36% The subgroup increased 1% on FSA Math. Learning gains increased 19% points and lowest quartile learning gains increase 16% points. It was the second consecutive year the subgroup scored a federal index below the 32% (the subgroup Federal Index was 28. We need to target students in this subgroup with specific intensive, explicit and systematic instruction.

**Measurable Outcome:** Increase the Federal Index by 4 points or more and Increase the percentage of students that score level 3 on FSA ELA and Math by 8% in each content area to close the gap.

**Person responsible for monitoring outcome:** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

**Evidence-based Strategy:** Provide intensive, explicit, and systematic instruction. "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening" (IES Practice Guide, What Works Clearinghouse, 2009). The action steps will address the implementation process and resources that are evidence-based as well.

**Rationale for Evidence-based Strategy:** Research demonstrates that explicit instruction is associated with improved reading outcomes among struggling students (Gersten et al., 2008; National Reading Panel, 2000). In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting until students are able to apply a skill independently (Archer & Hughes, 2011)

**Action Steps to Implement**

Provide opportunities for professional learning communities to analyze diagnostic and common assessments; determine interventions needed, plan instruction, align standards, and include time for reflection. Monitor and assist in Tuesday Talks PLCs, monthly PLC meetings, and weekly common planning. Include the ESE teachers when available.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Provide a 40-minute intervention/enrichment time called "Team Time" in the master schedule in which a paraprofessional pushes in to assist the classroom teacher with small groups or individual students on specific skills. Students in grades 3-5 scoring in iReady group 1 have gaps in foundational skills (2-years or more behind) will be provided additional explicit and systematic intervention using the LEAP program 2 times a week. ESE teachers will push in to the regular classroom to support the SWD students with multi-sensory manipulatives, additional resources and scaffolded assistance including Quick Reads (evidenced-based) for fluency and comprehension deficits and Reflex Math for students needing support on math fluency.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Schedule additional professional learning support with Ashley Lundy (with FLDRS) as needed to support evidence based strategies appropriate for the SWD individual student's' needs.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Post, reflect, monitor, and problem solve student data results from iReady diagnostic assessments in the PLC data room. Include ESE teachers in monthly data chat PLCs.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)



**#4. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** The ELL ESSA subgroup data is promising. On the 2019 FSA, ELL achievement was up in both ELA and Math. In ELA, ELL students increased from 29% to 41%. In math, ELL students increase from from 27% to 35%. The subgroup also demonstrated learning gains in math from 31% to 44%. Reading learning gains remained at 48%, however, the lowest 25% increased in both ELA and math. In ELA from 37% to 52% and math an increase from 19% to 29%. The Federal Index score was 40 which was only 1% lower than the 41%. We need to continue to work with this subgroup especially since the school is now a PreK-5 school and each grade level has specific needs for their ELL population.

**Measurable Outcome:** Increase ELL students ELA and math achievement on the FSA 5%; 41% to 46% in ELA and 44% to 49%. Increase the Federal Index score to 41% or higher. Reading and math results of the iReady Diagnostic is not available yet by individual subgroups, therefore, the outcome is based on the 2019 FSA data available.

**Person responsible for monitoring outcome:** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

**Evidence-based Strategy:** Provide intensive, explicit, and systematic instruction. "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening" (IES Practice Guide, What Works Clearinghouse, 2009).

**Rationale for Evidence-based Strategy:** Effective teachers—those whose students had the strongest academic outcomes—use effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003) The routines and consistent language used in explicit teaching provide ELLs clear, specific, and easy-to-follow procedures as they learn not only a new skill or strategy but also the language associated with it (Calderon, Hertz-Lazarowitz, & Slavin, 1996; Edelsky et al., 1993; Hernandez, 1991; Muniz-Swicegood, 1994; Saunders et al., 1996).

**Action Steps to Implement**

Identify ELL students in each grade and classroom and implement schedule for Mayra Casteneda (bilingual paraprofessional) to push in to classrooms to support students.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Provide teachers with resources and curriculum to support ELL students to include: Duolingo, flash cards, picture dictionaries, English-Spanish dictionaries, games, links to materials and resources available online: <http://www.funenglishgames.com/>  
<http://www.english-4kids.com/>  
<http://www.uniteforliteracy.com/>  
<https://www.eslkidstuff.com/>  
<https://ell.brainpop.com/>  
<https://www.colorincolorado.org/teaching-english-language-learners>

**Person Responsible** Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Provide opportunities for professional learning communities to analyze diagnostic and common assessments; determine interventions needed, plan instruction, align standards, and include time for reflection. Monitor and assist in Tuesday Talks PLCs, monthly PLC meetings, and weekly common planning. Include Mayra Casteneda to discuss ELL progress and next steps.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Identify ELL students that are in grouping/profile 1 with significant foundational skills deficits that might benefit from the LEAP direct/explicit instruction phonics program. Provide the small group explicit instruction two times a week during Team Time.

**Person Responsible** Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Post, reflect, monitor, and problem solve student data results from iReady diagnostic assessments in the PLC data room. Highlight ESSA group students to include ELL, SWD, and African-Americans.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Provide professional learning training on providing direct/explicit instruction to ELL students.

**Person Responsible** Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Provide monthly newsletters, flyers, and resource etc. in Spanish for ELL parents and families.

**Person Responsible** Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Many of our students that are identified in the ESSA subgroups are also included in the EWS report. Therefore, we will pull quarterly grade distribution, discipline, and attendance reports to monitor the progress of those students.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Several stakeholders contributed their thoughts to the culture and environment description. It is interesting to see such similar responses. We must be on the right track.

Educational literature indicates that schools with positive learning climates free from discipline problems, bullying, and disengagement perform better academically. Leader in Me has demonstrated impact in all of

these areas including school culture, student behavior, attendance, students' social-emotional skills, and staff and student engagement. Further, several recent studies show a positive impact on academics. (<https://www.leaderinme.org/faqs/>).

The design of school culture for Suwannee Springcrest Elementary is not one that is left to chance. It is purposeful and goal oriented including all stakeholders in the process from creating to implementation. The atmosphere is one that fosters personal accountability, leadership, and both personal and academic goals. Teachers, students, families, and members of the community each share a role in the development of our students and the success of our school.

What does everyone want to feel when they walk into a school? Most likely, everyone wants to feel welcomed, valued, and safe. Our school always strives to exhibit that warm and inviting atmosphere, but this year we will do it a little differently. We want our staff and students to be engaged and take ownership of the school. To do this, we have changed our approach and are now a Leader in Me school.

As a Leader in Me school, we will improve our positive culture and environment from the inside out by teaching our staff and students the 7 Habits of Highly Effective People. Staff will demonstrate these 7 habits at school and at home. Our students not only will demonstrate these principles at school, but will teach them at home. This paradigm will spill over in to the community and include all stakeholders. All stakeholders will help in building a strong school culture that will set the foundation for our success.

Another important part to this equation is giving all of our students the opportunity to take on leadership roles. All staff here Springcrest Elementary will actively listen to and respond to our students' ideas and concerns, making them feel valued and supported. It is crucial in our school culture, for the student body to take ownership of their academic career, giving them the opportunity to advocate for themselves and demonstrate self-efficacy in the school setting. Staff will work side by side with our students to make changes and create a positive, encouraging environment conducive to academic achievement. Together we will be successful by building a strong, positive relationship between staff and students.

It is our goal to continue to provide a challenging, rigorous learning environment with high expectations while giving students an opportunity to be included in the process. Students will learn to plan ahead and set goals. They will be accountable for their actions and learn from their mistakes. We strongly believe these elements will create a culture and environment in which students will thrive and become successful leaders.

#### **Parent Family and Engagement Plan (PFEP) Link**

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