

Hernando County School District

Frank W. Springstead High School



2020-21 Schoolwide Improvement Plan

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Frank W. Springstead High School

3300 MARINER BLVD, Brooksville, FL 34609

<https://www.hernandoschools.org/hhs>

Demographics

Principal: Dana Pearce

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (58%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

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

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.

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.

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<https://www.hernandoschools.org/hhs>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>82%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>41%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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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. 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.

To promote an educational environment where students are challenged, successful, and inspired.

Provide the school's vision statement.

Advancing excellence, building community and choosing responsibility.

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
Pearce, Dana	Principal	Evaluations/Oversight: Secretaries, A.Ps., Assessment, AP Coordinator and A.D. Activities: School Approval of; Fundraisers, Master Calendar Request Use of Facilities Chamber of Commerce Student: Graduation, Field Trip Approvals, Yearbook Budget- District and Internal, Athletics, Capital Business Partners Cafeteria Manager Contract Issues- Instructional, Non Instructional HCTA International Baccalaureate Master Schedule News Contact Person, Public Relations Purchasing Oversight Reports: Accreditation, Program Compliance, Audits, Title 9 SBLTs: Admin.(Guidance, Assess., C3), Dept. Heads School Improvement Team (S.I.P.) SRO
Markford, Rick	Assistant Principal	Evaluations: Phys Ed., Fine Arts SBLTs: O.T.L. Disciplines - 11th Grade ISS Oversight Facilities & Custodial Keys/Plant Operations/Inventory Custodial Evaluations Lost/Stolen (school property) Reports: Fire & Safety, FISH, Public Sale School Activities: 11th grade parent workshop Athletics – Coaches, Sports Student: Homecoming: Bonfire, Fireworks Turn-Around Student School: Calendars, Activities Spring Orientation Open House Public Relations & School Information Admin. Morning Announcements Bulletin Boards Blackboard (Global) Calls Soc. Media- Twitter, FBook, Edline Website Bell Schedule Operations Safety & Security- Safe Schools/CrisisGo App. – Coordinator/Liaison Emergency Response Information Portal

Name	Title	Job Duties and Responsibilities
		Threat Assessment Team/ Crisis/Care Team Campus/Hallway Security Emergency Drills Transportation
Weaver, John	Assistant Principal	Evaluations/Oversight: CTE, World Languages, ROTC, ESE, Guidance Activities: 12th grade parent workshop School: PD Lead, SREOY Student: Eagle Pride, Homecoming (Powder-Puff), Horror High Attendance/Tardy Oversight Discipline- 12th Grade Chalk Professional Development EOS MTSS FLEX Assignments and Data Collection Substitutes Duty Schedules (co w/ Sakser) Pit Crew Clubs
Hafliger, Michael	Teacher, K-12	Math Department Chair
Wright, Brandon	Instructional Coach	Social Sciences Department Co-Chair, Virtual Coaching for Educators
Pusta, Rebecca	Teacher, K-12	Fine Arts Department Chair
Sweetwine, Darryl	Teacher, K-12	ROTC Department Chair
Imhof, John	Teacher, K-12	Social Sciences Department Co-Chair
Prokop, Jennifer	School Counselor	Guidance Department Chair
Bennett, Mary	Teacher, K-12	Assessment Teacher
DiLorenzo, Kathleen	Teacher, K-12	ELA Department Chair
Kinsella-Gordon, Grace	Teacher, K-12	CTE Department Chair

Name	Title	Job Duties and Responsibilities
Kupcik, Dustin	Teacher, K-12	Athletic Director Physical Education Department Chair
Altimari, Denise	Teacher, K-12	Reading Department Chair
Sufficool, Vanessa	Teacher, K-12	Science Department Chair
Temple, Vickie	Teacher, ESE	ESE Department Chair
Buford, Kimberly	Assistant Principal	Evaluations/Oversight: Science and Math Activities: 9th grade parent workshop School: S.A.C. Lead, Teacher/Staff Appreciation, TOY, (Shout out, Educator of the Month) Student: Anti-Bullying BlackBoard (Global) Connect (Co w/Markford) Disciplines- 9th Grade Edgenuity Purpose Prep Reports: Restraint/Seclusion to DOE, FTE, SIP, 10-day count, FLDOH/Covid-19 End-of-Year Teacher check-out
Sakser, Leslie	Assistant Principal	Evaluations: Reading, ELA, ESOL and Social Sciences Activities: 10th grade parent workshop Assessment/Testing Blue Book - (co w/ Markford) Disciplines- 10th Grade Dual-Enrollment/PHSC Liaison Media Center Homeroom Student Government Duty Schedules (co w/ Weaver)

Demographic Information

Principal start date

Monday 7/1/2019, Dana Pearce

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.*

2

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.*

24

Total number of teacher positions allocated to the school

96

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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Year	
Support Tier	
ESSA Status	N/A

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

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	0	0	0	0	0	0	0	0	0	0	461	442	432	385	1720
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/24/2020

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	427	448	400	421	1696
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	29	6	8	8	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	42	15	33	37	127
Course failure in ELA or Math	0	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	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	100	105	90	91	386

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	427	448	400	421	1696
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	6	8	8	51
One or more suspensions	0	0	0	0	0	0	0	0	0	42	15	33	37	127
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	100	105	90	91	386

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	61%	49%	56%	47%	42%	53%
ELA Learning Gains	53%	45%	51%	49%	43%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	36%	42%	42%	39%	41%
Math Achievement	56%	51%	51%	55%	49%	49%
Math Learning Gains	47%	45%	48%	43%	40%	44%
Math Lowest 25th Percentile	40%	38%	45%	31%	32%	39%
Science Achievement	82%	68%	68%	74%	67%	65%
Social Studies Achievement	79%	71%	73%	81%	69%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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
09	2019	58%	51%	7%	55%	3%
	2018	55%	50%	5%	53%	2%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	59%	49%	10%	53%	6%
	2018	57%	48%	9%	53%	4%
Same Grade Comparison		2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	67%	11%	67%	11%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	58%	6%	65%	-1%
Compare		14%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	70%	6%	70%	6%
2018	75%	68%	7%	68%	7%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	59%	-16%	61%	-18%
2018	44%	62%	-18%	62%	-18%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	55%	4%	57%	2%
2018	51%	45%	6%	56%	-5%
Compare		8%			

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	24	42	32	31	46	46	42	71		76	23
ELL	34	48	39	30	42	39	25	46		89	53
ASN	73	57		82	60		86			100	73
BLK	35	40	33	38	42	47	55	64		88	64
HSP	51	52	52	43	46	37	71	70		85	56
MUL	65	56		73	54		100			93	71
WHT	66	55	47	61	48	41	87	84		89	62
FRL	52	51	48	48	45	41	75	70		87	52

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	31	52	50	25	38	33	43	47		64	13
ELL	23	33	36	23	43	39	42	43		54	
ASN	92	71									
BLK	35	45	27	26	35	40	40	85		96	43
HSP	49	49	38	42	48	40	62	70		84	58
MUL	65	57		56	57		72	88		81	62
WHT	61	61	55	56	50	41	67	78		90	63
FRL	51	53	42	46	48	38	61	75		87	58
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	12	30	25	22	44	41	25	69		57	38
ELL	6	32	26	26	29	26	40	53		50	
ASN	88	63		77	59		100				
BLK	43	57	40	38	32	27	56	62		93	69
HSP	40	46	38	51	39	20	72	80		84	64
MUL	43	59		38	28	45				91	70
WHT	48	48	43	57	45	33	75	81		88	67
FRL	39	47	41	46	38	28	67	80		80	63

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	658
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	73
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	64
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	55
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 data component that showed the lowest performance was the SWD subgroup in ELA achievement at 24%. A contributing factor to this performance is the overall attendance rate of the SWD population. In Quarter 3 of 2020, 27% of the SWD population was below the 90% attendance rate. This was an increase from 19% in Quarter 2 and 16% in Quarter 1.

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

The data component showing the greatest decline was the SWD subgroup as well.

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, with the greatest gap compared to the state average, is the SWD lowest quartile achievement in ELA with a difference of 6%.

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 was the performance of SWD students on the US History EOC. This population increased from 47% to 71% achievement. This increase can be attributed to the implementation of our PIT crew (student tutoring program).

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

Attendance is a primary concern across all subgroups.

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

1. Attendance
2. SWD Achievement
3. ELL Achievement
4. Communication/Community Involvement
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: As part of the EWS, there is a significant trend across all subgroups concerning a lack of attendance. Attendance is directly correlated to achievement and therefore, increasing student attendance should have a positive impact on achievement.

Measurable Outcome: Increase the number of students at or above 90% attendance by 3%.

Person responsible for monitoring outcome: Dana Pearce (pearce_d@hcsb.k12.fl.us)

Evidence-based Strategy: Utilizing the PBIS approach, we will reward students meeting the 90% attendance goal.

Rationale for Evidence-based Strategy: Positive behavioral interventions and supports (PBIS) is an evidence based three-tiered framework to improve and integrate all of the data systems and practices affecting student outcomes every day. PBIS is new to Springstead this year and we are excited about its implementation and the positive outcomes we will see.

Action Steps to Implement

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

The improvement of attendance will have a direct impact on the achievement levels of all students across all content areas. Increasing communication and community relations will also have a positive influence on both our attendance rates and student achievement.

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.

Springstead continues to build a positive school culture and environment involving all stakeholders. Information from the school to all stakeholders is provided through multiple platforms. We utilize all social media sources including Facebook, Twitter, and Instagram to disseminate information to our school families and community members. Our Athletics department has made several community partnerships with local businesses which support our student athletes. The Springstead Athletics website and social media presence has been recognized as an exemplar in the District. Additionally, our School Counseling department has become the leading information source, for the District, pertaining to everything guidance related. The SAC meetings are now offered both digitally and face to face to provide more opportunities for involvement, accommodating those that are unable to enter the school building.

Parent Family and Engagement Plan (PFEP) Link

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