Springhead Elementary School

2020-21 Schoolwide Improvement Plan

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Springhead Elementary School

3208 NESMITH RD, Plant City, FL 33566

[no web address on file]

Demographics

Principal: Michelle Mcclellan

Start Date for this Principal: 11/5/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (43%) 2016-17: C (43%) 2015-16: C (45%)
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 Hillsborough 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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Springhead Elementary School

3208 NESMITH RD, Plant City, FL 33566

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

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SIP Authority

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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.

Leading to succeed.

Provide the school's vision statement.

Preparing students for life.

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
McClellan, Michelle	Principal	
Magann, Jennifer	Assistant Principal	
Newsome, Kimberly	Assistant Principal	

Demographic Information

Principal start date
Monday 11/5/2018, Michelle Mcclellan

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.*
12

Total number of teacher positions allocated to the school
65

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (43%) 2016-17: C (43%) 2015-16: C (45%)
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](#).	

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	100	127	107	137	142	118	0	0	0	0	0	0	0	731
Attendance below 90 percent	0	11	14	11	11	14	0	0	0	0	0	0	0	61
One or more suspensions	0	1	0	1	1	3	0	0	0	0	0	0	0	6
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8

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	1	0	0	0	0	0	0	0	1

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	2	6	0	4	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 5/27/2020

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	100	117	119	147	121	154	0	0	0	0	0	0	0	758
Attendance below 90 percent	0	31	16	19	18	21	0	0	0	0	0	0	0	105
One or more suspensions	0	1	1	0	1	7	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	36	44	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	0	36	44	0	0	0	0	0	0	0	80

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	1	1	0	9	17	11	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	5	1	3	9	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	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	100	117	119	147	121	154	0	0	0	0	0	0	0	758
Attendance below 90 percent	0	31	16	19	18	21	0	0	0	0	0	0	0	105
One or more suspensions	0	1	1	0	1	7	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	36	44	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	0	36	44	0	0	0	0	0	0	0	80

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	1	1	0	9	17	11	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	5	1	3	9	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	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	49%	52%	57%	39%	52%	55%
ELA Learning Gains	52%	55%	58%	45%	55%	57%
ELA Lowest 25th Percentile	56%	50%	53%	42%	51%	52%
Math Achievement	63%	54%	63%	53%	53%	61%
Math Learning Gains	69%	57%	62%	42%	54%	61%
Math Lowest 25th Percentile	60%	46%	51%	38%	46%	51%
Science Achievement	37%	50%	53%	42%	48%	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	50%	52%	-2%	58%	-8%
	2018	46%	53%	-7%	57%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	51%	55%	-4%	58%	-7%
	2018	41%	55%	-14%	56%	-15%
Same Grade Comparison		10%				
Cohort Comparison		5%				
05	2019	42%	54%	-12%	56%	-14%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		10%				
Cohort Comparison		1%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	54%	10%	62%	2%
	2018	48%	55%	-7%	62%	-14%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	66%	57%	9%	64%	2%
	2018	57%	57%	0%	62%	-5%
Same Grade Comparison		9%				
Cohort Comparison		18%				
05	2019	54%	54%	0%	60%	-6%
	2018	51%	54%	-3%	61%	-10%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	51%	-13%	53%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	34%	52%	-18%	55%	-21%
Same Grade Comparison		4%				
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	22	45	55	42	58	69	13				
ELL	36	47	56	53	69	63	25				
BLK	42	77		53	77						
HSP	43	47	53	60	70	65	35				
WHT	57	56	56	69	67	43	45				
FRL	45	50	57	60	69	61	33				
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	14	27	26	32	36	31	9				
ELL	29	43	37	40	51	47	18				
BLK	24	19		44	56						
HSP	38	47	35	50	58	45	27				
WHT	49	46	29	59	51	21	44				
FRL	39	44	32	49	54	37	35				
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	7	25	37	25	42	37	10				
ELL	25	33	28	46	45	41	29				
BLK	33	70		54	60						
HSP	35	42	31	48	38	39	39				
MUL	40			64							
WHT	46	43	57	60	42	37	44				
FRL	35	45	41	50	41	34	41				

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	56

ESSA Federal Index	
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	61
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	51
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	
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	62
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	54
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	56
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.

While we made a single point gain in 5th grade science proficiency from 2018 to 2019, we continue to score below the district average. The focus of science has been left to 4th and 5th grade teachers. We have made math and reading priorities over science in K-3rd grade to improve proficiency in these areas.

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

We did not decline in any area from 2018 to 2019.

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 greatest gap between Springhead and the state was in Science. We are 16% lower than the state average.

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

We improved the most in our bottom quartile. We increased by 24% in ELA BQ and 23% in Math BQ. We had a specific focus in PLCs and data chats on students in the bottom quartile. We used two day-tutors to work with this sub-group of students on small groups instruction.

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

Attendance has consistently declined over the past few years.

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

1. Science
2. Attendance
3. Maintaining gains with students in the bottom quartile for reading and/or math
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	While we made a single point gain in 5th grade science proficiency from last year, we continue to score below the district average. The focus of science has been left to 4th and 5th grade teachers. We have made math and reading priorities over science in K-3rd grade to improve proficiency in these areas; however, this did not support our continued need in preparing student for the science assessment in 5th grade. We will increase science proficiency in 5th grade by having science taught more consistently in grades K-5th. The way we will be able to accomplish this goal is by having stronger readers in the primary grades. Students will learn science vocabulary and content skills by embedding science into reading and math.
Measurable Outcome:	Through the implementation of this plan, we will increase Science proficiency from 37% to 40% as measured by the 2021 FSA.
Person responsible for monitoring outcome:	Michelle McClellan (michelle.mcclellan@hcps.net)
Evidence-based Strategy:	All teachers will participate in professional development through lesson studies, demonstration classrooms, and peer coaching
Rationale for Evidence-based Strategy:	In the journal article, "Job-embedded Professional Learning Essential to Improving Teaching and Learning in Early Education" by Debra Pacchiano, Ph.D., Rebecca Klein, M.S., and Marsha Shigeyo Hawley, evidence-based research supports peer learning groups, coaching cycles, and lesson studies because of their ability to increase knowledge development, collaboration routines and transfer to practice supports, which will in turn, equip all classrooms with highly effective teachers.

Action Steps to Implement

October PD Plan: October 6 - 3 substitutes will support demonstration classes and lesson studies for 23 teachers, October 7 - 3 substitutes will support 8 teachers, and October 8 - 3 substitutes will support 21 teachers. Octobers total substitutes - 9 substitute will cost $990.

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

February PD Plan: Feb. 16 - 4 substitutes to support peer coaching and data driven planning will support 7 teachers, Feb. 18 - 4 substitutes support 7 teachers, Feb. 23 - 7 substitutes support 21 teachers, Feb. 25 - 3 substitutes support 6 teachers. February total substitutes - 18 substitutes will cost $1980. April/May Plan: April 26-May 14 substitutes will support data planning and peer coaching. We will need 29 substitutes to support 29 teachers.

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

April/May total substitutes - 29 substitutes to support data driven planning will cost $3190. Total - 56 substitute days - $6160

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Attendance has consistently declined over the past few years. Parents lack the understanding of the importance of consistent attendance in their student's education. Poor attendance has created gaps in students' acquired skills.
Measurable Outcome:	We will increase attendance from 86% to 90% as measured by June 2021 attendance report.
Person responsible for monitoring outcome:	Michelle McClellan (michelle.mcclellan@hcps.net)
Evidence-based Strategy:	Communication and education will increase with the addition of a parent liaison. The person could be the point of contact for parents when they have needs and don't know where to start. It would be beneficial if this person is bilingual, since the majority of our population is Hispanic. This person will take lead on parent meetings, communication, and parent education opportunities. He/She will work closely with the School Social Worker and parent engagement leader.
Rationale for Evidence-based Strategy:	Research from the article, "A New Generation of evidence: The Family is Critical to Student Achievement" states findings that indicate the family makes critical contributions to student achievement from the earliest childhood years through high school, and efforts to improve children's outcomes (such as increased academic success and attendance) are much more effective when the family is actively involved. Authors, Anne Henderson, Ed. and Nancy Berla, Ed. state, the most accurate predictor of a student's achievement in school is the extent to which that student's family is able to: create a home environment that encourages learning, express high expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community. Our intent is to increase parents' awareness and education of these key components. The parent liaison will oversee these efforts and play a strong role in parent communication.

Action Steps to Implement

Designate a parent liaison (preferably bilingual).

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

The parent liaison, School Social Worker and parent engagement leader will work together to build a strong two-way communication plan between the school and families.

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

The parent liaison, School Social Worker and parent engagement leader will work together to plan parent education and school-wide events to promote the importance of parent involvement and consistent attendance in their students' education.

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Maintaining a high level of learning gains among students scoring in the lowest 25% for reading and/or math through differentiation. Many of the students performing in the bottom quartile struggle with access to standard curriculum. There is an increased need for tiered support for students. Students see what they are able to attain, but are unable to access it without support.
Measurable Outcome:	Given established student need across grade levels, our staff will continue to implement differentiated instruction by using supplemental units, day tutors, technology, and instructional materials by maintaining the gains made in reading (56%) and/or math (60%) by the lowest 25% based on 2020-2021 FSA results.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will use supplemental units (reading coach, math resource, reading resource, and media specialist with the support of a media aide) day tutors, technology and instructional materials to support differentiated instruction for students performing in the lowest 25% in reading and/or math.
Rationale for Evidence-based Strategy:	In the journal article, "Differentiated Instruction: A Research Basis", current evidence supports addressing student differences through meeting a variety of learning styles and multiple intelligences. To provide these varied modalities, we need access to personnel, technology, and instructional materials. Implementing differentiated instruction will raise students confidence and motivation levels by providing curriculum rich with embedded growth mindset. Our area of focus levels the playing field for our lowest 25% through a variety of modalities/learning styles, remediation, and enrichment opportunities.

Action Steps to Implement

We will purchase supplemental units with Title I funds - Reading Coach, Math Resource Teacher, Academic Intervention Specialist. These teachers will work with students in small groups and work side-by-side with teachers to support differentiated instruction. The Media Aide will create an open learning environment for students in the Media Center allowing the Media Specialist to also support student instruction.

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

We will hire one day tutor to work with First and Second graders on reading strategies. We will hire a second day tutor to work with students in the lowest 25% in small group based on their specific needs.

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

Technology (mice & headphones) used for I-Ready implementation for students in grades K-5th.This will impact approximately 800 students in both reading and math as they complete lessons 4 days a week (2 reading/2 math) as well as diagnostic assessments 3 times a year for ongoing progress monitoring. Mouse-$14 each, 40 = $560, Headphones-$8 each, 55 = $440, Total $1000

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

Materials used in the classrooms to support lessons: paper, pens, pencils, folders, notebooks, chart paper, chart markers, and teaching aids such as: big books for Kindergarten, math manipulatives for primary classes, books for classroom libraries

Person Responsible	Michelle McClellan (michelle.mcclellan@hcps.net)

Additional Schoolwide Improvement Priorities

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

1) Science - All teachers will participate in professional development through lesson studies, demonstration classrooms, and peer coaching. Teacher will participate in data driven discussions to plan for differentiated instruction in order to meet students' specific needs. The leadership team will collaborate to ensure job-embedded professional development activities are timely and appropriate. They will discuss school-wide trends to keep a pulse on ongoing assessment data.
2) Attendance - Communication and education will increase with the addition of a parent liaison to support the school social worker as they lead parent education sessions. We would create a point of contact for parents when they have needs and don't know where to start. With education about how they are able to be a part of their child's school experience, parents will in turn see the need for consistent attendance for their student.
3) Maintaining gains with students in the bottom quartile for reading and/or math - We will use supplemental units, day tutors, technology and instructional materials to support differentiated instruction for students performing in the lowest 25% in reading and/or math.

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.

Springhead's culture operates best when teachers, students, parents, and volunteers have a clear vision and mission. Our teachers are committed to meeting and contributing to professional learning communities to better understand and teach the Florida Standards. They are given the autonomy to teach the standards, but use their own expertise to meet student needs. They value the "whole child" and the uniqueness of the individual student, recognizing that not everyone learns the same way, but that we all have gifts and talents that can be recognized. They focus on student strengths to increase academic achievement.

Open-ended communication is vital to the success of any organization. At Springhead, it comes in a variety of forms – parent conferences, "Remind" messages, school-wide weekly calls, individual classroom and school-wide newsletters, school-wide texts and school events/programs designed to not only showcase students but to enlighten stakeholders regarding issues that are crucial to their child's success (technology

nights, reading and math nights, PTA meetings, etc.).

We take proactive measures to make sure that as many parent voices are heard when surveying for needs and feedback. This includes opening up the media center on conference night so that as many parents as possible have access to computers with working internet connections. Other incentives such as gift cards have also encouraged parents and families to participate in the survey.

Teachers have made an extra effort in giving students a voice in their own learning. This is evident in student-created rubrics as well as projects and assignments that are geared towards students' interests and relevant current events. This continual collaboration not only helps to keep all stakeholders informed, it unites the effort to ensure that every child has the opportunity to reach their personal best. The result is a positive culture and environment that is built and maintained through building relationships with parents and other community stakeholders.

Business partners are valued at Springhead as they take an active role on the School Advisory Council. The group meets monthly to discuss data trends on school-wide assessments, attendance concerns, and upcoming community events. Volunteers and business partners provide us with a strong community bond that helps teach our students the power of giving through service projects on and off campus. They are an integral part of helping our school to function effectively and efficiently.

Culture involves many facets, but it is the relationships between teachers and students AND teachers and stakeholders that has to happen first. Relationships build trust. Parents are made to feel welcome and their input is not only valuable; it is crucial. We do this by not just continually seeking their input but by acting on it. When stakeholders begin to view themselves as an actual partner in their child's education, and can see when their ideas are implemented and their concerns are addressed, they become more invested, which, in turn, supports a positive school culture, where students not only learn, but thrive.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Science				$6,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	4161 - Springhead Elementary School	Title, I Part A		$6,160.00
			Notes: Teachers visiting peer classrooms/sharing data to plan next steps This will impact all 65 teachers. 56 substitute days at $110 per day. Total $6160			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$37,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6110	160-Other Support Personnel	4161 - Springhead Elementary School	Title, I Part A		$34,525.00
			Notes: Position will support parent education, engagement and student attendance (will impact 833 students).			
	6150	500-Materials and Supplies	4161 - Springhead Elementary School	Title, I Part A		$3,365.00
			Notes: As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent & Family Engagement Plan for specific details. PFE allocation: $3,365			

3	III.A.	Areas of Focus: Instructional Practice: Differentiation				$316,299.82
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6500	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	4161 - Springhead Elementary School	Title, I Part A		$1,000.00
		Notes: Technology (mice & headphones) used for I-Ready implementation for students in grades K-5th.This will impact approximately 800 students in both reading and math as they complete lessons 4 days a week (2 reading/2 math) as well as diagnostic assessments 3 times a year for ongoing progress monitoring. Mouse-$14 each, 40 = $560, Headphones-$8 each, 55 = $440, Total $1000				
	3336	500-Materials and Supplies	4161 - Springhead Elementary School	Title, I Part A		$2,800.00
		Notes: Materials used in the classrooms to support lessons: paper, pens, pencils, folders, notebooks, chart paper, chart markers, and teaching aids such as: big books for Kindergarten, math manipulatives for primary classes, books for classroom libraries				
	6400	130-Other Certified Instructional Personnel	4161 - Springhead Elementary School	Title, I Part A	1.0	$92,228.41
		Notes: Reading Coach - Leads Standards-based planning with all K-5th ELA teachers, sets up PD for K-5 reading teachers, facilitates small group lessons with K-5th grade students needing extra support, coaches teachers with less than 5 years experience, leads lesson studies, PLCs, and learning walks with the entire staff.				
	5100	120-Classroom Teachers	4161 - Springhead Elementary School	Title, I Part A	1.0	$73,511.73
		Notes: Math Resource-Leads Standards-based planning with all K-5th math teachers, sets up PD for K-5 math teachers, facilitates small group lessons with 3rd-5th grade students needing extra support, leads lesson studies, PLCs, and learning walks for math with math teachers				
	5100	120-Classroom Teachers	4161 - Springhead Elementary School	Title, I Part A	1.0	$85,447.06
		Notes: AIS-Works with small groups of students in Kindergarten or first grade on foundational reading skills, leads foundational skills planning weekly with first grade teachers, participates in standards-based planning and PLCs with first grade teachers				
	6200	150-Aides	4161 - Springhead Elementary School	Title, I Part A	1.0	$34,312.62
		Notes: Media Aide-Provides support to students in the media center with literature selection, assistance with class projects, checking in and out materials and resources, and technology support. Her support also allows the Media Specialist to work with students with differentiated learning needs.				
	5100	130-Other Certified Instructional Personnel	4161 - Springhead Elementary School	Title, I Part A	1.0	$12,000.00
		Notes: Tutor will be used to support differentiated instruction with small groups of students that fall in the bottom quartile - 15 hours weekly for 30 weeks.				
	5100	130-Other Certified Instructional Personnel	4161 - Springhead Elementary School	Other	1.0	$15,000.00
		Notes: Tutor will be used to support differentiated instruction with small groups of students that fall in the bottom quartile - 15 hours weekly for 30 weeks.				
					Total:	$368,372.37