Suwannee Springcrest Elementary

2021-22 Schoolwide Improvement Plan

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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

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: C (44%) 2017-18: D (37%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Suwannee 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

School Board Approval

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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.

Suwannee 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, the school of leadership ensures all students will achieve and be a successful leader in the 21st century.
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School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Beach, Jennifer	Principal	The principal, Jennifer Beach, serves as the instructional leader by communicating the school's vision and high expectations for all students. She prepares the master schedule, assigns placement of faculty and staff, and strategic placement of students. She practices shared decision making by collaborating with the leadership team, content area team leaders, Leader in Me action teams, during PLCs, and with parents and community members. Mrs. Beach serves as the administrative advisor of the Lighthouse Leadership Team as the school continues to implement the Leader in Me educational process based on the 7 Habits of Highly Effective People. She meets monthly with teachers to discuss student data, progress monitoring, and best practices. 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 administers appropriate discipline to students as outlined in the Student Conduct and Discipline Code. She also works with the guidance counselor to implement and monitor SCSD's policy on bullying, as well as identifying students who need additional support on a regular basis. Mrs. Beach supports teachers and students by gathering information, materials, resources, and plans appropriate professional learning to support high quality instruction aligned to the standards. She conducts daily walk-throughs and completes employee evaluations.
Busch, Stephenie	Assistant Principal	The assistant principal, Stephenie Busch, serves in the supporting role assisting the principal with the above responsibilities as well as focusing on school discipline and safety to build a safe and supportive environment. Mrs. Busch serves as the lead on the Safety Action Team collaborating with other members of the leadership team and teachers establishing a secure learning environment for all students and staff. She organizes, plans, and schedules all safety drills and follow-up reflection meetings. She is also the coordinator of the school Safety Patrols. She administers appropriate discipline to students as outlined in the Student Conduct and Discipline Code. She also works with the guidance counselor to implement and monitor SCSD's policy on bullying. Mrs. Busch is the lead of the monthly attendance meetings with the guidance counselor and student's parents. She is also in charge of the Title 1 Crate and all Title 1 materials that need to be documented. She continues to promote a positive school climate while building and sustaining meaningful relationships between and among educators and students. Mrs. Busch 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 action plan. Additionally, Mrs. Busch is responsible for daily walkthroughs and completing specific employee evaluations.
Clark, Jenny	Instructional Coach	The instructional coach, Jenny Clark serves on the leadership team to help build teacher capacity and their understanding of instructional practices as related to the new B.E.S.T. Standards and data driven instruction. She is responsible for ensuring high-quality instruction in classrooms through

Name	Position Title	Job Duties and Responsibilities
		modeling and/or co-planning. Additionally, she assists teachers with resources, materials, tools, and information to support classroom instruction and planning, as they implement our new English Language Arts Curriculum aligned to the B.E.S.T standards. She will also promote reflection and provide guidance to new teachers. Mrs. Clark actively collaborates and analyzes data with teachers to reflect, plan, make instructional decisions, and develop Tier 2 and Tier 3 plans to meet students' individual needs during MTSS meetings and grade level PLCs. She also serves on the Leader in Me Lighthouse Action Team working with the other members to implement the 7 Habits of Highly Effective People and develop the annual Leader in Me action plan. Mrs. Clark is also a staff member serving on the school's Association of Parents and Teachers (APT).
Singletary, Debbie	School Counselor	The guidance counselor, Debbie Singletary serves as a school leader by coordinating the Response to Intervention and MTSS process. She plans the schedule for MTSS meetings, records the meeting notes and works with the MTSS support facilitator to organize documentation. Mrs. Singletary works with the assistant principal on attendance meetings and schedules the ELL meetings. She meets and collaborates 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). Additionally, she is responsible for the "Leader of the Month" and "Caught Being a Leader" monthly recognitions. She is also the lead for "Red Ribbon Week" planning instructional activities and events that promote students to stay drug-free. The guidance counselor also works with the principal to strategically place students according to their individual needs and new students that enroll in the school. She is responsible for implementing and monitoring the SCSD's policy on bullying and provides instruction to students on bullying, assesses students in the MTSS process, and provides individual counseling sessions as warranted. Mrs. Singletary is part of the threat assessment team when 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 action plan.
Roper, Theda	Teacher, K-12	Theda Roper has served the school as a classroom teacher, gifted teacher, and art teacher. She is currently the Leadership Liaison and Coordinator for the Leader in Me implementation. Mrs. Roper teaches leadership and service learning classes to the students at Springcrest Elementary in grades K-5. She incorporates art and continues to teach our gifted students. She is instrumental as the liaison between the school-home connection and partnering with businesses and community organizations. Mrs. Roper works to keep communication current as she updates our digital sign, the school's Facebook page, and monthly newsletter. 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 action plan. Mrs.

Name	Position Title	Job Duties and Responsibilities
		Roper is also the sponsor of the Student Lighthouse Team and the staff leader for the school-level leadership jobs for students.
Collins, Megan	Teacher, K-12	Megan Collins teaches third 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 action plan. Mrs. Collins is an active member of the Springcrest Literacy Lead Team. She teaches the extended day reading camp class to current fourth grade students in the lowest quartile. Mrs. Collins also guides her students as they work on service projects throughout the year and partners with community leaders for club activities. Mrs. Collins's children attend Springcrest and she is a member of the APT.

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.*

3

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.*

15

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

559

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	93	82	79	94	73	84	0	0	0	0	0	0	0	505
Attendance below 90 percent	34	24	20	32	16	27	0	0	0	0	0	0	0	153
One or more suspensions	1	0	1	2	1	5	0	0	0	0	0	0	0	10
Course failure in ELA	1	2	9	10	6	0	0	0	0	0	0	0	0	28
Course failure in Math	1	1	7	8	10	5	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	13	21	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	17	25	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	35	28	30	31	20	36	0	0	0	0	0	0	0	180

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	6	10	12	18	0	0	0	0	0	0	0	48

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	3	2	7	4	0	1	0	0	0	0	0	0	0	17
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

Thursday 9/23/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	53%	57%	45%	53%	56%
ELA Learning Gains				51%	64%	58%	46%	63%	55%
ELA Lowest 25th Percentile				43%	50%	53%	37%	38%	48%
Math Achievement				45%	55%	63%	41%	55%	62%
Math Learning Gains				47%	64%	62%	35%	54%	59%
Math Lowest 25th Percentile				32%	31%	51%	19%	22%	47%
Science Achievement				43%	48%	53%	37%	48%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	46%	48%	-2%	58%	-12%
Cohort Comparison		0%				
05	2021					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	49%	50%	-1%	64%	-15%
Cohort Comparison		0%				
05	2021					
	2019	38%	43%	-5%	60%	-22%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	44%	-2%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading Diagnostic and iReady Math Diagnostic in grades K-5.
iReady Window 3 was not available on the Performance Matters Platform for 5th grade.
Economically Disadvantaged data was also not available.
Administered Performance Matters Science Assessment two times last year (fall and winter). Last year.
we progress monitored 5th grade in science. This year, we are monitoring 4th and 5th grade science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/73 8%	11/70 16%	40/76 53%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	1/11 9%	1/10 10%	2/11 18%
	English Language Learners	0/6 0%	0/6 0%	0/6 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/73 16%	15/74 20%	34/76 45%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	2/11 18%	2/11 18%	3/11 27%
	English Language Learners	1/6 17%	0/6 0%	1/6 17%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/83 18%	30/77 39%	52/86 60%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0/13 0%	0/12 0%	4/13 31%
	English Language Learners	0/6 0%	1/6 17%	3/6 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/83 7%	19/83 23%	45/87 52%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	1/13 8%	0/12 0%	1/13 8%
	English Language Learners	0/6 0%	0/6 0%	2/6 33%

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	36/69 52%	38/70 54%	39/71 55%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	2/16 13%	3/16 19%	2/16 13%
	English Language Learners	1/6 17%	0/6 0%	2/6 33%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	38/69 55%	40/70 50%	43/70 61%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	5/16 31%	5/16 31%	5/16 31%
	English Language Learners	2/6 33%	2/6 33%	5/6 83%

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	40/74 54%	43/74 58%	40/70 57%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	3/13 23%	4/13 31%	3/12 25%
	English Language Learners	0/4 0%	1/4 25%	0/4 0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	40/74 54%	36/72 50%	30/71% 42%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	3/13 23%	2/12 17%	3/12 25%
	English Language Learners	1/4 25%	2/4 50%	0/4 0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/86 43%	44/90 49%	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	3/24 13%	5/24 21%	NA
	English Language Learners	0/5 0%	1/6 17%	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/86 47%	46/89 52%	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	3/24 13%	3/23 13%	NA
	English Language Learners	0/5 0%	1/6 17%	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/58 24%	40/79 50%	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	2/16 12%	5/20 25%	NA
	English Language Learners	0/3 0%	0/5 0%	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	38	42	22	43		9				
ELL	32			45							
BLK	26	28		26	39		21				
HSP	39	28		45	56		33				
WHT	53	44		55	46		33				
FRL	41	39	47	39	52	50	29				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

On the 2021 ELA FSA, 3rd grade achievement decreased 1% from 2019 (52% to 51%). 4th grade achievement remained the same at 46% achievement and 5th grade achievement decreased 8% from 2019 ((46% to 38%). On the 2021 Math FSA, 5th grade achievement increased 9% from 2019 (38% to 47%). 4th grade achievement decreased 2% from 2019 (49% to 47%) and 3rd grade achievement decreased 17% from 2019 (58% to 41%).
Subgroup FSA data was not populated or readily available. Raw FSA data obtained from Performance Matters (doesn't filter what students count) indicated that the African-American subgroup achievement on ELA increased 1% from 2019 (23% to 24%) and Math achievement increased 2% from 2019 (22% to 24%). The SWD subgroup achievement in ELA increase 2% from 2019 (from 17% to 19%) and math achievement remained the same at 19% achievement rate. The ELL subgroup data indicated that ELA achievement decreased 41% from 2019 (41% to 0%) and math achievement decreased 17% from 35% to 18%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The ELL subgroup has the greatest need for improvement
5th grade ELA achievement has a great need for improvement.
3rd grade Math achievement is also in need of improvement.
ELA Learning Gains and LQ Learning Gains also decreased.
Science achievement decreased by 10% on Florida Assessment. This was a surprise as 50% passed the EOC given earlier.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We have less ELL students now that we are a K-5 school than we did as a 4th-5th grade school. Factors that may have contributed to the decline include; many students enrolled from other countries or have only been in the United States a short time, the COVID 19 pandemic, low attendance rates, lack of support and resources outside of school, and inability to receive a full range of services in an online platform.
Many students were hybrid at the beginning of the year last year and teachers were assigned accordingly.
Some students began to return in October (especially in 5th grade). An ELA position was added back to the 5th grade team at the end of October. Half of the students had a new ELA teacher and a different schedule.
The reading gaps at the beginning of 3rd grade last year were so vast, teachers spent additional time reviewing foundational skills. The focus was on ELA in order to close reading gaps. Math needs to be a focus this year in grade 3.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math in 5th grade showed an increase in achievement and significant learning gains in the lowest quartile.

What were the contributing factors to this improvement? What new actions did your school take in this area?

5th grade baseline math iReady Diagnostic scores were so low at the beginning of the year, a paraprofessional was assigned to 5th grade for the purpose of math support. The teacher and paraprofessional met with students in small groups daily to provide differentiated instruction and support to students.

What strategies will need to be implemented in order to accelerate learning?

Continue working with students in differentiated small groups, progress monitor on a regular basis, involve students in goal setting and data tracking.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning on foundational skills (Reading Horizons).
Professional learning on math evidence-based strategies (fluency, manipulatives, concrete to abstract) from district math coordinator.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Mentoring for targeted students and new teachers.
Increase the amount of teachers certified in Reading.
Weekly PLCs to discuss teaching strategies, standards based assessment results and student learning profiles.
Monthly data chats with School Admin Team.
Professional learning from model teachers (observations)
Targeted focus on ESSA subgroups.
Student data chats every 4 weeks.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Springcrest will focus on providing evidenced-based instructional strategies to Students with Disabilities ESSA subgroup since the subgroup did not meet the goal on the 2020-2021 SIP. The trending data indicates SWD continue to not meet targets in proficiency and learning gains.
Measurable Outcome:	Increase the percent of SWD students that score level 3 on or more by 10% on the FSA ELA and Math or end of year progress monitoring.
Monitoring:	Monitor progress on the iReady instructional lessons with specific focus on passing instructional lessons and completing 45 minutes in instructional path in reading and math. ESSA groups will be discussed monthly during "Data Chats" PLCs to problem solve and discuss next steps.
Person responsible for monitoring outcome:	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Evidence-based Strategy:	Provide intensive, explicit, and systematic instruction that includes multisensory intervention (letter tiles, white boards, etc.), fluency practice, and graphic organizers.
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

Strategic scheduling with School Admin Team and ESE teachers to provide student support in the classrooms during instruction and for pull out support as warranted by students' Individual Education Plans.
Increase the amount of intervention support up to 50 minutes per week.

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

ESE teachers will join classroom teachers for monthly PLC meetings, data chats, and professional development.

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

Provide professional learning opportunities for ESE teachers, classroom teachers, and paras on foundational instruction (Reading Horizons).

Person Responsible	Jenny Clark (jenny.clark@suwannee.k12.fl.us)

ESE Teachers and ESE support paras will provide multisensory instruction to include letter tiles, white boards, picture cards, and graphic organizers.

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

Provide systematic and explicit foundational instruction using LEAP (with older students) including sounds, letter recognition, decoding words and analyzing word parts.

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

Pull iReady instructional data to monitor usage, time (45 minute goal), and percentage of lessons passed each month.

Person Responsible Jenny Clark (jenny.clark@suwannee.k12.fl.us)

No description entered

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	We will focus on increasing proficiency scores for English Language Learners. Our data shows that 3/17 (18%) of the ELL students tested, scored level 3 or higher on the FSA Math and none of the 17 students achieved level 3 or higher on the ELA FSA.
Measurable Outcome:	With implementation of the action steps, ELL students will Increase the percentage scoring level 3 or higher to 25% in ELA and 30% in Math.
Monitoring:	The ESSA groups will be monitored closely and addressed at each monthly "Tuesday Talks" PLC. Data will be pulled from iReady lessons, classroom and district assessments, and grades. Students in the ESSA groups will have additional data chats (other than with their teacher) with other staff members.
Person responsible for monitoring outcome:	Jenny Clark (jenny.clark@suwannee.k12.fl.us)
Evidence-based Strategy:	Explicit Foundational Skills instruction utilizing evidence-based practices from: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Provide systematic, explicit, and interactive small group instruction targeting foundational/ barrier skills. Provide increased opportunities for emerging bilinguals to develop sophisticated vocabulary knowledge, including strong academic language. Provide classroom assistance and small group instruction with ELL Support Paraprofessional.
Rationale for Evidence-based Strategy:	Many of our current students in the ELL subgroup have moved to the United States in the past two years. These students need explicit instruction in the foundational skills of English. They need additional opportunities to practice skills and resources provided such as picture dictionaries with English/Spanish words. Reading Horizons Program is evidenced based and will be implemented in K-2 classrooms during instruction, and 3-5 classrooms during intervention time. Reading Horizons ESSA Documentation - Promising. https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons is combined with best practices identified in IES Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters. Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words. Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Action Steps to Implement

Provide professional learning opportunities for classroom teachers on foundational instruction using Reading Horizons.

Person Responsible	Jenny Clark (jenny.clark@suwannee.k12.fl.us)

Provide explicit foundational Instruction including academic language, decoding words, and analyzing word parts. Provide teachers with the resources needed: multisensory instruction utilizing letter tiles, white boards, picture cards w/words in both languages, and graphic organizers.

Person Responsible   Jenny Clark (jenny.clark@suwannee.k12.fl.us)

Provide ELL students with an English-Spanish picture dictionary and activity books they can practice ELA at home.

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

Provide additional small group instruction with the ELL para that pushes into classes. This will be included in the master schedule.

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

Call outs to ELL families will be provided in Spanish. Other communication including the monthly newsletter and letters home will also be provided in English and Spanish.

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

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	The African-American population has a critical need to be targeted in all three subject areas. 21-23% percent of students in the Black/African-American ESSA subgroup scored level 3 or higher on the 2021 ELA FSA, Math FSA, and Science Assessments. Therefore, almost 80% of the students in this subgroup are performing below satisfactory.
Measurable Outcome:	Increase the percentage of students scoring at level 3 or higher on ELA FSA, Math FSA, and Science by 10%.
Monitoring:	Monthly data chats with students. Teachers participate in monthly "Data Chats" PLCs with School Admin Team. Monthly checks of iReady lessons and usage minutes. Standards based progress monitoring.
Person responsible for monitoring outcome:	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Evidence-based Strategy:	Build relationships with students and their families. Create trust through leadership roles and mentoring. Provide intensive, explicit, and systematic instruction that includes multisensory intervention (letter tiles, white boards, and math manipulatives), fluency practice, and graphic organizers.
Rationale for Evidence-based Strategy:	"The relationship is the most crucial key to getting the student to success." Palincsar (1998) pointed out the importance of building relationships and how these strong relationships lead to higher levels of academic success. The Leader in Me process fosters relationship building and mentoring students. The process implements the 7 Habits of Highly Effective People which is the basis for the school's positive behavior interventions and supports system (PBIS). PBIS is an approach schools use to promote school safety and good behavior. With PBIS, schools teach kids about behavior expectations and strategies. The focus of PBIS is prevention, not punishment. This aligns with the vision and mission of Leader in Me process.

Action Steps to Implement

Provide explicit foundational Instruction including academic language, decoding words, and analyzing word parts using multisensory interventions (white boards, tile letters, word part cards, graphic organizers, etc).
Struggling students need access to hands-on (manipulatives in math and multisensory intervention activities in reading). Students with vocabulary deficits will also receive Lexonik intervention once a week for 6 weeks.
This intervention is intensive, systematic, explicit instruction on word parts.

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

Review ESSA subgroups data each month to problem solve and make instructional decisions during "Data Chats" PLCs.
Monitor iReady online lesson practice/usage and students' grades.

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

Invite African American community leaders to support learning as guest speakers and for motivation.

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

Implement a peer mentor program with African American secondary students at Suwannee High School. Keith Cherry, the Dean of students at SHS will help coordinate a schedule for mentors with the academic coach to visit monthly. Students will work on relationship building first. Once trust and bond is established, mentor will be able to support the mentee with academic gaps by reviewing the leadership notebook data together.

Person Responsible   Jenny Clark (jenny.clark@suwannee.k12.fl.us)

Assign African American students in the Lowest Quartile a staff member mentor to meet with students every 4 weeks for data chat to review goals and progress.

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

Strategically identify students to work in classroom leadership positions and school-wide jobs to increase engagement, build relationships, and trust.

Person Responsible   Debbie Singletary (debra.singletary@suwannee.k12.fl.us)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	The Leader In Me is a school-wide systematic approach to promote child development as leaders in order to reduce discipline referrals and increase student achievement. The Leader in Me process fosters relationship building and mentoring students. The process implements the 7 Habits of Highly Effective People which is the basis for the school's similar positive behavior interventions and supports system (PBIS). PBIS is an approach schools use to promote school safety and good behavior. With PBIS, schools teach kids about behavior expectations and strategies. The focus of PBIS is prevention, not punishment. This aligns with the vision and mission of the Leader in Me process. Students that follow the 7 Habits and practice the 4 Disciplines of Execution are following a similar framework.
	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 orabove the ELA Benchmark Grade-Level compared to only 22% of students who were not" (A. Lynn,M.A., 2015, California State University, San Marcos).
Measurable Outcome:	Increase the percentage of students that score level 3 or higher to 50% in ELA and Math on the FSA and the Florida 5th Grade Science Assessment. Increase the percentage of students that showed learning gains in ELA 10%. Increase the number of students with school-wide leadership positions by 20%.
Monitoring:	Teacher daily walk throughs with observation tool. Monthly "Data Chats" PLCs with teachers and ESE support teachers. Weekly grade level team meetings with support from Instructional Coach. Monitor iReady online lessons for weekly average accuracy. Monitor iReady Diagnostic growth, Write Score growth, and Science Performance Matters progress monitoring. Student data chats every 4 weeks.
Person responsible for monitoring outcome:	Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)
Evidence-based Strategy:	Continue to implement the evidence-based Leader in Me process to support the leadership culture and increase academic achievement using the 7 Habits of Highly Effective People. The school will implement the tested process of the 4 Disciplines of Execution (4DX) to help students achieve academic growth. The typical implementation of Leader in Me is 3-5 years.
	"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 creates schools where all students succeed." The PBIS framework aligns with the 4 Disciplines of Execution and 7 Habits of Highly Effective People utilized in the Leader in Me process.
Rationale for Evidence-	"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 creates schools where all students succeed."(Retrieved from:

	https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice). The Leader in Me process based on the 7 Habits of Highly Effective People and 4 Disciplines of Execution aligns to a school-wide PBIS framework. "An examination of longitudinal school data a year before implementing Leader in Me to four years after the start of implementation revealed positive improvements in student attendance, discipline referrals, and state test performance." (Dr. Kimberly Cummins (2015) University of Louisiana at Lafayette). 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" (Lynn, M.A., 2015, California State University, San Marcos).
based Strategy:	

Action Steps to Implement

Provide Leader in Me Core 2 Training to staff during preplanning with follow up in which teachers will complete grade level Action plans that includes the 4 Disciplines of Execution process. Participate in coaching sessions with Leader in Me Support Coach, Dana Martin.

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

School Action Teams will meet monthly to plan and track leadership action steps. Mrs. Beach will provide the schedule. Action Teams also include one school committee.

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

All students will serve in a leadership position (classroom and/or school-wide). Teachers will post classroom leaders and school-wide leaders will apply for positions.

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

Increase the responsibilities of the Student Lighthouse Team members. Students started to take the lead on school-wide events last year. This year, we want students to be included in the planning stages as well.

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

Implement two student-led conferences with parents (fall and spring) in which students share their goals, progress, and celebrations. Students will use their leadership notebooks to share their information.

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

Invite business leaders, community leaders, district school leaders, and other organizations to visit our school to observe the Leader in Me process.

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

Continue to involve school and community leaders in school events (Literacy Week, Fall Festival, Rock Your School, Winter Literacy Night, etc.) and Implement "Leadership Day" during the second semester.

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

Schedule a safety drill each month to include (fire, severe weather, Lock in, Lock Down, Alice Drills). Provide feedback to staff after debrief that includes noticings and next steps.

Person Responsible	Stephenie Busch (stephenie.busch@suwannee.k12.fl.us)

The SRO will speak to each class about safety drill procedures addressing different scenarios. Students will have the opportunity to ask questions.

Person Responsible Stephenie Busch (stephenie.busch@suwannee.k12.fl.us)

Teachers will implement a regular class meeting, provide instruction on the 7 Habits, involve students in the process of creating a class mission statement to post, create class and individual goals, and post progress on meeting classroom goals.

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

Students will keep a leadership notebook to track their progress. The notebook will be consistent throughout the school with 5 sections (Myself, My WIGs/Goals, My Learning, My Leadership, and My Celebrations.

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

Provide additional opportunities for school-wide leadership roles/jobs for students. Last year we had 73 students in school-wide jobs. Strategically plan leadership positions for students in the ESSA subgroups.

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

Track school-wide iReady lesson progress on the WIGs bulletin board weekly. Two student leadership school-wide positions can color in the tracking chart each week (Reading Tracker and Math Tracker).

Person Responsible Jenny Clark (jenny.clark@suwannee.k12.fl.us)

Team leaders will track grade level progress on grade level scoreboards posted in hallways.
Teachers will track class progress on Class WIGs in classrooms.
Students will track individual progress on personal WIGs in leadership notebooks.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school culture and environment is ultimately judged by students' behavior and discipline data. Much of the newly posted research supports what has been seen in Leader in Me schools. The earliest visible benefit of student leadership is often improvement in students' day-to-day behaviors. There is evidence of long-term behavioral shift for students in Leader in Me schools with discipline referrals declining.

The discipline data at Springcrest (grades K-5) for the 2020-2021 school year indicates 67 discipline referrals as compared to the prior year indicating 110 disciplinary referrals (2019-2020) when Springcrest was Suwannee Intermediate School (grades 4 and 5 only). Another factor that contributed to better behavior and less discipline referrals could be also attributed to the transition from a 4th-5th grade school to a traditional PreK-5 school.

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.

Some of our stakeholders (teachers, support staff, parents, etc.) turned in comments about how the school addresses building a positive school culture and environment. Their responses are listed (unedited) below:

Our school focuses on student led activities within the classroom. Students are also given school-wide leadership roles and/or classroom leadership roles which promotes a positive learning environment (belongingness). We work on the physical environment by posting student work, painting inspirational murals, and bulletin boards that track our goals and progress. Teachers and other staff members always encourage students with positive verbal encouragement. When it comes to the environment, we work on the emotional and physical environment.

The school strives to build a positive culture by addressing the needs of all students. We hold kids to high standards by teaching and monitoring goal setting strategies in academics, as well as personal relationships. This is reflected for each child, via the " Leadership Notebook". The notebook contains data on specific academic goals that each child has set with teacher assistance. The child also has the opportunity to show learning and goals outside of the classroom, in the community to support personal relationships. This is evidenced in the "My Learning" section of the notebook. The children identify goals and then document accomplishments achieved in the community. Each child knows their role in the classroom, as well as outside of the classroom, therefore, every child is supported in various aspects and reaches their fullest potential.

Many events at the school address building a positive school culture and environment. We invite district school leaders to participate and attend events as well as many community leaders. We have had events that the superintendent, assistant superintendent, district directors and coordinators have participated in. Several school board members have also visited the school as a guest, speaker, and served as judges for competitions. The chief of police, sheriff, mayor, and other city officials have also participated, attended, and supported various events. Since we are the leadership school, it is important to develop partnerships with those in the community that support the school. At all of our events, whether it is an assembly, awards ceremony, literacy event, family or community event, our students take the leading roles as guides, facilitators, and speakers. This demonstrates to all our stakeholders our vision and mission. It has changed the entire environment and we are looking forward to see what else our students will accomplish.

As a parent, I can personally say the culture and environment at Springcrest feels energetic and upbeat. The school includes all teachers and students and encourage students to achieve their goals. The school works hard to involve the community in different events.

Parents are encouraged to come to the school for positive reasons as well as for concerns so it isn't always a bad thing to be invited to come in.

The school has implemented a variety of actions to build the positive culture and environment. This is a few
-Student leaders
-Safety Patrol
-Student Greeters
-Motivating morning news by student anchors
-Parent involvement activities led by students
-Beautification projects around the school involving students, staff, parents, and the community

I feel like the school tries to instill good morals and character by modeling the 7 Habits. They don't just speak the habits, they teach the meanings by showing examples of kindness, love, and understanding which leads into being proactive and the other habits. All of the staff are happy to be part of the school. Children that might be in "trouble" at other schools are given opportunities to show leadership and staff work to understand what's the triggering behavior. Working together instead of just punishment. The school allows the students to run their parent conferences, school activities and events, (donuts for dad, school store, fundraisers) and work with other staff and students in different grade levels. Our school gives children of all kinds a chance to shine, a chance to learn kindness, good citizenship, and team work. My son says, he loves being asked to do things by different staff members, not just his teacher. He likes to help-feels needed.

The Leader in Me program implemented last year provides a model for Springcrest to address challenges unique to students during their formative years. The school-wide process is transforming our culture by instilling students with key skills that businesses and educators have identified as vital for success. Every child's physical, mental, social, and economic well-being addresses whole-child education ensuring students are learners and leaders prepared for the future.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Springcrest has stakeholders schoolwide (admin, teachers, staff, and students) as well as in the community including parents, district staff, school board members, business and community leaders.
To continue to build support for on-going success, it is important that we have advocates for an improved program who share our vision and passion for student success and believe in the Leader in Me process.

The administrative team promotes a positive culture and environment working together to create an action plan for the implementation of the Leader in Me.

The Staff Lighthouse Team consists of the school administration team and the grade level team lead teachers. They have received additional Lighthouse Team training and serve as the lead teacher for each of their grade levels. This team meets monthly.

All Springcrest staff members play an important role in building the positive culture and environment and each of them participate on a a school committee which includes action teams. These teams focus on the three key areas: leadership, culture, and academics.

Our teachers - provide the Instruction and support on the 7 Habits of Highly Effective People and implementation of Leader in Me. They have regular class meetings incorporated to their lesson plans, meet with students about their goals, and progress. Track the class progress and continually support the principal and the school vision.
They implement clubs to promote positive behavior, leadership initiative, and project based learning.

The support staff including paraprofessionals, custodians and cafeteria workers all support the implementation of Leader in Me. Many volunteer to supervise students in leadership roles, facilitate clubs, and mentor students.

Springcrest Staff contribution to a positive school culture and environment is expansive. Some examples include service learning projects, peer intervention team (peer mentoring), Girls Up (mentoring adolescent girls in need), Springcrest Morning News, Sunshine Committee, Behavior/Safety Committee, Association of Parents and Teachers, Literacy Lead team, Rock Your School, School Safety scenario/drill practice, Student Leader of the Month, Caught Being a Leader, and conduct data chats.

All students at Springcrest fulfill one or more leadership roles. Some examples include school safety patrols, student lighthouse team, nurse's assistant, breakfast leaders, substitute leaders, school call out, office assistant, school store, and many more.

The Student Lighthouse Team is an important stakeholder group in promoting the leadership culture. They are the are group of students selected through an interview process, who synergize to have a positive impact on students, staff, families, and the community.

School district staff and school board members participate in our leadership events and activities. Community and business leaders have also supported the school with materials, resources, or monetary contributions.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
		Total:	**$0.00**