Springhead Elementary School

2021-22 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
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: B (55%) 2017-18: C (43%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	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	Position Title	Job Duties and Responsibilities
McClellan, Michelle	Principal	Administrator - Oversees School Improvement Processes, Supports School Improvement Team decisions and implementation
Magann, Jennifer	Assistant Principal	Administrator - Supports School Improvement Processes
Grove, Tiffany	SAC Member	SAC Chair, Initiates and coordinates SAC Meetings

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.*
1

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.*
14

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
750

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

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	107	110	120	108	116	124	0	0	0	0	0	0	0	685
Attendance below 90 percent	20	21	30	36	22	22	0	0	0	0	0	0	0	151
One or more suspensions	1	1	2	2	5	0	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	40	0	0	0	0	0	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	47	48	27	0	0	0	0	0	0	0	122
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	35	28	0	0	0	0	0	0	0	91
Number of students with a substantial reading deficiency	0	0	0	47	48	27	0	0	0	0	0	0	0	122

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	1	0	3	1	0	0	0	0	0	0	0	6

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	7	8	8	8	0	0	0	0	0	0	0	0	0	31
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 6/24/2021

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	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	

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	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	2	0	0	0	0	0	0	0	2

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				49%	52%	57%	41%	52%	56%
ELA Learning Gains				52%	55%	58%	45%	52%	55%
ELA Lowest 25th Percentile				56%	50%	53%	32%	46%	48%
Math Achievement				63%	54%	63%	53%	55%	62%
Math Learning Gains				69%	57%	62%	55%	57%	59%
Math Lowest 25th Percentile				60%	46%	51%	37%	44%	47%
Science Achievement				37%	50%	53%	36%	51%	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	50%	52%	-2%	58%	-8%
Cohort Comparison						
04	2021					
	2019	51%	55%	-4%	58%	-7%
Cohort Comparison		-50%				
05	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	54%	10%	62%	2%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	57%	9%	64%	2%
Cohort Comparison		-64%				
05	2021					
	2019	54%	54%	0%	60%	-6%
Cohort Comparison		-66%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	51%	-13%	53%	-15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-ready is used to progress monitor Reading and Math in grades 1-5 below. For Science, the baseline and mid-year assessments are used for Fall and Winter. FSA is used for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	33	48
	Economically Disadvantaged	9	29	44
	Students With Disabilities	6	6	6
	English Language Learners	5	20	27
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	29	39
	Economically Disadvantaged	7	27	36
	Students With Disabilities	0	31	25
	English Language Learners	2	20	27

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	34	51
	Economically Disadvantaged	16	33	49
	Students With Disabilities	7	31	25
	English Language Learners	2	20	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	21	51
	Economically Disadvantaged	4	19	50
	Students With Disabilities	7	23	62
	English Language Learners	2	4	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	45	60
	Economically Disadvantaged	26	40	57
	Students With Disabilities	11	37	47
	English Language Learners	19	31	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	23	49
	Economically Disadvantaged	9	17	44
	Students With Disabilities	17	21	32
	English Language Learners	5	2	39

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	39	41
	Economically Disadvantaged	30	37	36
	Students With Disabilities	31	29	29
	English Language Learners	0	5	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	27	53
	Economically Disadvantaged	18	26	52
	Students With Disabilities	24	29	46
	English Language Learners	5	2	30

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	27	47
	Economically Disadvantaged	17	21	44
	Students With Disabilities	27	26	51
	English Language Learners	0	3	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	34	54
	Economically Disadvantaged	12	31	52
	Students With Disabilities	23	32	55
	English Language Learners	4	14	28
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46	53	33
	Economically Disadvantaged	45	52	24
	Students With Disabilities	44	52	9
	English Language Learners	40	43	0

Subgroup Data Review

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
**2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS**
SWD	11	22	31	41	37	46	20				
ELL	31	39	33	50	43	40	17				
BLK	14			36							
HSP	38	45	39	54	45	44	21				
MUL	62			69							
WHT	47	34		61	42	50	51				
FRL	37	39	48	54	40	41	25				

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
**2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS**
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				

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
**2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS**
SWD	14	27	26	32	36	31	9				
ELL	29	43	37	40	51	47	18				
BLK	24	19		44	56		36				
HSP	38	47	35	50	58	45	27				
WHT	49	46	29	59	51	21	44				
FRL	39	44	32	49	54	37	35				

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	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	25
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	48
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	42
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?

Though we made tremendous learning gains from 2018 to 2019 on the FSA, maintaining such a high level of learning gains among students scoring in the lowest 25% for reading and/or math, especially for ESE and ELL subgroups, will be difficult.

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

Though a gain was made on the 2019 SSA from 2018, there has been a consistent trend of low performance on the science state assessment in 5th grade compared to the district average. Students demonstrate a weakness on standards taught prior to 5th grade. Data from 20-21 shows continuous growth toward these standards.

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

The focus of science has been primarily in only 4th and 5th grade. We have focused our efforts in reading and math over science to make improvements in these areas. Teachers are more comfortable with reading and math. Teachers have more training and expertise in math and reading. Many teachers do not have rigorous teaching strategies for Science core instruction. We have reading and math resource teachers to build capacity; however, to date, no one supports science on-campus on a regular basis. In order to increase the capacity of teachers in the content area of science at a rapid rate, we will employ a part time Science resource teacher.

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

Reading and Math learning gains showed the most improvement.

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

Consistent data driven meetings and focused planning sessions supported an ongoing high level of differentiated support for students. The high level of structure and consistency with planning sessions and job-embedded professional development were key actions taken.

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

Our highest priorities for 21-22 are Science and maintaining learning gains in Reading and Math. Strategies will be implemented to increase planning and professional development for teachers that will transfer to high levels of engagement in the classroom.

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.

The 21-22 professional development plan will be differentiated to meet teacher's individual needs based on student data. The continuous improvement model will be used to support teachers with planning and job-embedded professional development on a weekly basis through conferencing, demonstration classrooms, coaching cycles, and lesson studies.

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

As we build the capacity of teachers, we create a strong group of instructional leaders who are able to mentor and support one another.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Though a gain was made on the 18-19 SSA from the previous year, there has been a consistent trend of low performance on the science state assessment in 5th grade compared to the district average. Students demonstrate a weakness on standards taught prior to 5th grade. Data from 20-21 shows continuous growth toward these standards.
Measurable Outcome:	Through the implementation of a science resource teacher, we will increase science proficiency from 37% to 45% as measured by the 2022 FSA.
Monitoring:	Data reviews will occur monthly under the supervision of the principal. The science resource teacher will meet quarterly with the principal to progress monitor implementation of job-embedded professional development.
Person responsible for monitoring outcome:	Michelle McClellan (michelle.mcclellan@hcps.net)
Evidence-based Strategy:	We will use job-embedded professional development to support increased instructional strategies for teachers.
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

We will hire a part-time science resource teacher to focus on modeling in the classroom, lesson planning, data reviews with teachers in grades 3-5, and small group instruction with 5th grade students. Lesson planning, modeling and small groups will occur weekly.

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

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Though we may significant learning gains from 2018 to 2019 on the FSA in Reading and Math, maintaining a high level of learning gains among students scoring in the lowest 25% for reading and/or math, especially for ESE and ELL subgroups, will be difficult.
Measurable Outcome:	Given student need across grade levels, our staff will continue to implement differentiated instruction by using supplemental units and technology to maintain the gains made in reading (56%) and/or math (60%) by the lowest 25% based on 2022 FSA results.
Monitoring:	Monthly progress monitoring data received through I-ready, Achieve 3000 and monthly district assessments will be reviewed. In addition, daily walk-through feedback will be received and reviewed for trends weekly through a data collection structure..
Person responsible for monitoring outcome:	Michelle McClellan (michelle.mcclellan@hcps.net)
Evidence-based Strategy:	Differentiation and standards-based planning
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 hire a reading coach. She will lead standards-based planning with all K-5th ELA teachers, set up PD for K-5 reading teachers, facilitate small group lessons with 3rd-5th grade students needing extra support, coach teachers with less than 5 years experience, lead lesson studies, PLCs, and learning walks with the entire staff.

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

We will hire a reading resource teacher. She facilitates small group lessons with K-2nd grade students needing extra support, leads lesson studies and PLCs with K-2nd grade teachers.

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

We will hire a math resource teacher. She 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 math focused learning walks.

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

Equipment will be purchased to support classroom instruction. The items listed below will impact 750 stuents in both reading and math instruction. Elmo visual presenters (20 count), Mackie Audio Mixer for school-wide communication through closed circuit television (Lawson #3031394 - vendor item 1402VLZ), Closed circuit TV connector cables (TecNec HDMI-14-6 cable – one count and TecNec HDMI-14-25 cable – 2 count), Headphones for students to have consistent practice on I-Ready and Achieve 3000

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

Online subscription renewal will be purchased to support classroom instruction and will impact 750 students in both reading and math instruction. Brain Pop (12 month access to standards-aligned lessons)

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2021 ELA FSA scores, 41% in grades 3-5 scored at proficiency, which is level 3 or higher. This score was due to students entering a grade already below level which impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap. .
Measurable Outcome:	The percent of grades 3-5 students scoring proficient, which is a level 3 or higher will increase to 50% or higher as measured by the 2022 FSA ELA assessment.
Monitoring:	Students progress in ELA will be progress monitored through monthly and quarterly assessments. This data will be used to set individualized goals, plan for instruction, and monitor students progress toward proficiency.
Person responsible for monitoring outcome:	Michelle McClellan (michelle.mcclellan@hcps.net)
Evidence-based Strategy:	We will implement a planning structure with ELA grade level teams in grades 3-5 that will allow them to internalize the Guiding Question and use it as a basis for backward planning. Within these planning structures, we will incorporate structures and strategies that encourage student discussion, students taking ownership of their work, and active engagement during the ELA block.
Rationale for Evidence-based Strategy:	In 2021, the data showed an 8% decrease in our 3-5 students making proficiency on the FSA ELA assessment. The improvement strategy of providing standard-based planning structures focuses core instruction on developing rigorous and meaningful ELA lessons that are purposeful and engage students in critical thinking and reading strategies that will increase reading proficiency.

Action Steps to Implement

Provide a school wide professional development that teaches teachers how to use vocabulary strategies from the Jennifer Servillo book that will be expected to be embedded in planning and instruction. Administration will set the expectation that academic vocabulary will be identified, taught, posted, and utilized in every classroom. The professional development will start whole group so that administration can set expectations. Then teachers will split into differentiated groups based on need and teacher leaders will present the Jennifer Servallo strategies.

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

Incorporate vocabulary expectations and strategies taught in the professional development session on September 28th into weekly planning sessions. The coach facilitating the planning session will incorporate

prompting questions that illicit teacher discussion and plans that meet administration's expectations of vocabulary instruction for each unit that were taught in the professional development.

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

Conduct walkthrough to collect evidence for look fors and vocabulary implementation. Provide feedback to teachers based on observations.

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

Develop a framework for team planning around the student end task aligned to the Guiding Unit question and focus standards. The framework will include the following steps:
· Teachers pre-read all texts and tasks provided within the instructional guide.
· Literacy Coach will communicate prior to planning what texts/task teachers will be planning with during the session.
· Teachers internalize the task by "doing the work" and discussing at planning what knowledge and skills the students will need to have to complete it successfully.
· Based on the internalizing work, teachers will then construct daily learning targets that will contain both the skill and strategy needed for the day.
· Literacy Coach will guide teachers in creating anchor charts they can use and refer to throughout the week to support instruction and student understanding.
· Construct rigorous student tasks aligned to this guiding question and learning target.

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

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.

According to 2019-2020 discipline data, Springhead ranks high in the number of incidents in comparison to other elementary schools in the state with a 0.7% rate of occurrence. A total of six incidents fell within the categories of bullying and sexual harassment. Since 2020, we have worked diligently to implement a Positive Behavior Intervention Support system to enhance the overall school culture at Springhead. In addition, we have increased structures to our MTSS process to support academic and behavior interventions. Finally, we have proactively implemented weekly character building lessons for all students as well as individual and small group mentoring and connection opportunities for at-risk students.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**