

Suwannee County Schools

Suwannee Springcrest Elementary



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (59%) 2018-19: C (44%) 2017-18: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

This plan is pending approval by the 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">47%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	C	C	C

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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.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Beach, Jennifer	Principal	<p>The principal, Jennifer Beach, serves as the instructional leader by communicating the school’s vision and high expectations for all students. She 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.</p>
Busch, Stephenie	Assistant Principal	<p>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.</p> <p>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.</p> <p>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.</p> <p>Additionally, Mrs. Busch is responsible for daily walkthroughs and completing specific employee evaluations.</p>
Clark, Jenny	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>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).</p>
<p>Singletary, Debbie</p>	<p>School Counselor</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Roper, Theda</p>	<p>Teacher, K-12</p>	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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Roper is also the sponsor of the Student Lighthouse Team and the staff leader for the school-level leadership jobs for students.

Demographic Information

Principal start date

Monday 3/19/2018, Jennifer Beach

Number of teachers with a 2022 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 2022 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.*

16

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

583

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	90	77	77	84	67	79	0	0	0	0	0	0	0	474
Attendance below 90 percent	39	13	19	27	16	25	0	0	0	0	0	0	0	139
One or more suspensions	5	10	5	21	11	19	0	0	0	0	0	0	0	71
Course failure in ELA	1	3	5	8	9	6	0	0	0	0	0	0	0	32
Course failure in Math	1	1	6	6	10	5	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	15	20	0	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	19	17	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	35	27	34	42	18	35	0	0	0	0	0	0	0	191

Using the table above, complete the table below with the number of students by current grade level who have 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	23	13	14	30	17	21	0	0	0	0	0	0	0	118

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Thursday 9/29/2022

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	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	0

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	52%	56%				47%	53%	57%
ELA Learning Gains	54%						51%	64%	58%
ELA Lowest 25th Percentile	44%						43%	50%	53%
Math Achievement	61%	43%	50%				45%	55%	63%
Math Learning Gains	84%						47%	64%	62%
Math Lowest 25th Percentile	58%						32%	31%	51%
Science Achievement	60%	57%	59%				43%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	46%	48%	-2%	58%	-12%
Cohort Comparison		0%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	49%	50%	-1%	64%	-15%
Cohort Comparison		0%				
05	2022					
	2019	38%	43%	-5%	60%	-22%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	44%	-2%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	50	44	33	60	40	33				
ELL	38	56		63	94						
BLK	34	52	33	39	65	50	21				
HSP	48	56		57	84		43				
WHT	58	53	27	71	92	64	77				
FRL	46	51	38	55	83	59	50				

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				
MUL	46	59		50	48		41				
WHT	58	59	52	54	52	36	56				
FRL	39	47	44	38	44	35	36				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	63
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends across the grade levels include area of improvements for both reading and math. The year 2020 showed that twelve percent of students in grades K-5 scored two or more grade levels below proficiency. Where as in 2021 only eleven percent of students scored two or more grade levels below proficiency. In Math, in the year 2020, ten percent of students in grades K-5 scored at two or more grade levels below proficiency where as only six percent scored below in 2021. These statistics are according to the iReady final diagnostic.

Achievement levels for grades 3-5 according to 2022 FSA were 51% in ELA and 61% in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The 2022 FSA revealed that 49% of students did not reach proficiency in ELA by the end of the year. Although learning gains rose from 38% in 2021 to 54% in 2022 in ELA, this is still the greatest area of development.

As indicated from the 2022 iReady final diagnostic, showing thirty-three percent of students in grades K-5 one or more years deficient in reading and thirty-nine percent of students one or more year deficient in math.

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

Contributing factors include: an update in the Florida Standards to the B.E.S.T standards, and the change of assessment. Action taken will include, consistent progress monitoring, continued small group interventions, continual Literacy Lead Team and District Math Coordinator collaboration with an emphasis placed on standards mastery as well as appropriate curriculum choice for small group interventions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains in both grades 4 and 5 were significant according to the 2021 FSA. Seventy-eight percent growth in grade four and eighty-six percent growth in fifth grade. The iReady diagnostic results indicated sixty-eight percent of students in grade 5 met their typical growth and sixty percent of fourth graders met their typical growth.

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

Factors that contribute to improvement include: consistent collaboration among grade levels through focused PLC's, constant feedback and strategies from the academic coach, strategic and targeted interventions for small groups using approved district curriculum, continual progress monitoring, and relevant professional development.

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

Focused and targeted interventions for small group instruction, continued progress monitoring of skill based (standards) mastery, as well as continued collaboration with academic coaches and administration within Professional Learning Communities (PLC's) will be impertinent to the continued acceleration of each individual student with their grade level.

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 opportunities will be offered each month on our PD Days. Development will will include: Clarity of the Learning Goal, Differentiated Instruction, John Hattie's Techniques, a focus on KAGAN strategies, development for the 7 Habits for Highly Effective Teaches as presented by the Leader in Me, as well as development requested based on faculty and staff needs.

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

Additional services implemented to ensure success include: collaboration with district personnel in order to sustain and improve services for students and continued collaboration with our Leader in Me advisor in efforts to reach Lighthouse status and beyond.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If Suwannee Springcrest Elementary (SSE) implements high-quality instruction that is based on: grade-level standards, is meaningful and relevant, engaging, differentiated, data driven, research and evidence based, then, students will learn and be able to apply their knowledge and skills. SSE students will improve and excel both academically and socially. SSE teachers, staff, and students will support the core theme and motto based on the vision and mission:
 Core theme: Unleash the Greatness

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the students that score level 3 or higher to 60% in ELA , 65% in Math on the FSA, and 70% on the Florida 5th grade Science Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Teacher daily walk throughs with walkthrough tool.
 Literacy Lead Team "Literacy Waks"
 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, FAST assessment, 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: Describe the evidence-based strategy being

Provide grade level content area teams time for professional learning communities (PLCs) to analyze data, plan instruction aligned to the standards, and discuss next steps. "The best way to improve schools is to organize teachers into collaborative teams that clarify what each student must learn and the indicators of learning the team will track, to gather evidence of that learning on an ongoing basis, and to analyze the results together so that they could learn which strategies were working and which were not" (Hattie, 2009).

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: "The most important variable in the achievement of students is the quality of instruction they receive on a daily basis (Marzano, 2003; Hattie, 2009). Therefore, to ensure students learn at higher levels, we are going to improve teaching. SIS implemented grade-level content area PLCs last year called Tuesday Talks. Teachers came together to analyze and discuss data, collaboratively plan, and for professional learning. Many teams also met to collaboratively plan and analyze class assessments. All teams will be required to participate in grade level content area PLCs each month: team meetings w/instructional coach support each Thursday, the first Tuesday of the month (Tuesday Talks), and on the school monthly PD day. The PLC is the best strategy for creating a system that ensures good teaching and includes data review, instructional planning, sharing results, and reflection therefore; SSE will continue to implement PLCs this year with fidelity.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will be expected to participate in PLCs two times per month as well as weekly team meetings
2. Tuesday Talks are scheduled on the calendar the first Tuesday of each month. PD days are also scheduled and on the calendar. Teams will meet each Thursday.
3. Teachers will have data chats with students two times each quarter using Student Leadership Notebooks to discuss goals, progress monitoring, grades, AR progress, and next steps.
4. Teachers will implement Kagan cooperative learning strategies and structures that promote engagement, social skills, positive behavior, and academic achievement.

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

1. Teachers will use the core curriculum (HMH Reading and HMH Math) and may supplement with other resources.
 2. Teachers will use common assessments that are approved by school administration team.
 3. Teachers will participate in on-going professional development centered around clarity of the learning goal and implementing success criteria.
 4. Teachers will sign up with Instructional Coach for coaching and support
- Teachers will sign up to model and observe peers in an effort to develop best practice across grade levels "tag outs".

Person Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to School Discipline

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2020 school year recorded 116 disciplinary referrals. Out of these referrals, 13 were non-school based referrals. The 2021 school year increased by 46% with 251 disciplinary referrals, however 46 of these referrals were non-school based referrals. (2020=103) (2021=205)

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Disciplinary referrals will decrease by 20% for the 2022 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Early Warning Systems
 Parent/teacher conferences
 Disciplinary Tier Sheets
 Student Support Team Meetings

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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 includes instruction and ongoing support in the 7 Habits of Highly Effective People. Students are taught to set academic and personal goals and monitor them on a regular basis. Students that are discovered through the EWS will also be offered behavior goals, behavior plans, counseling services as well as mentorship opportunities depending on need.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

"A number of studies have illustrated that school-wide behavior supports decrease problem behavior, increase time spent in academic instruction, and are associated with improved academic outcomes" (Putnam, Horner, & Algozzine, 2006). Studies show that schools with positive behavior systems in place, can help improve discipline, behavior, and grades.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Trusted Adult Mentoring program
Behavior Improvement Plans
Disciplinary Tier Sheets
Parent/teacher conferences
Big Buddy/ Little Buddy partnerships

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

Habit Hero of the Month
Caught Being a Leader Program
Student Support Team Meetings
Counseling services
Social Skills Groups

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

Peer Intervention Team "PIT Crew"
Morning Class Meetings

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 end of year screening and progress monitoring iReady data, the following percentage of students in grades K-2 are not on track to score Level 3 or above on the statewide, standardized ELA assessment:

Kdg - 14% of students performed one grade level below

1st - 47% of students performed one grade level below and 1% performed two grade levels below

2nd - 31% of students performed one grade level below and 6% performed two grade levels below

Area of focus will be on explicit foundational skills instruction to support reading for understanding in Kindergarten through Third grade. This instruction will include decode words, analyze word parts, and write and recognize words. Teach academic language skills, use of inferential and narrative language, and vocabulary knowledge. Ensure that each student reads connected text everyday to support reading accuracy , fluency, and comprehension.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2021-2022 statewide, standardized ELA assessment, 61% of third grade students scored below level 3.

Area of focus will be on explicit comprehension strategy instruction to support reading comprehension in Third grade. This instruction will include how to use reading comprehension strategies, identification of text organizational structure, meaning of text, and exposure to text that supports reading comprehension development.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

62 % of students in Kdg-2nd grade will score at or above 40% on the end of year STAR Reading assessment.

Grades 3-5: Measureable Outcome(s)

PM 3 - 60% of 3rd grade students will score level 3 or above on FAST ELA assessment

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Wildly Important Goals "WIGs" - schoolwide, grade-level, classroom, and individual student data chats
Grade-level PLC's
Teachers participate in monthly Data Chats w/Admin Team
Coaching Sessions w/Academic Coach
FLDOE Literacy Walkthrough tool
Common Assessment data tracking based off of B.E.S.T. standards

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Beach, Jennifer, jennifer.beach@suwannee.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following evidence-based practices/programs will be used to address the desired outcome. Small group, differentiated, and multisensory instruction. (letter tiles, whiteboards, decodable texts, leveled readers, picture cards, Reading Horizons, iReady interventions (Phonics for Reading and Teacher Toolbox lessons) , Accerated Reader, HMH Reading curriculum, and Florida Center for Reading Research activities.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Phonological Awareness and Letter Knowledge Training (WWC-Promising), Reading Horizons (ESSA-Promising), Direct instruction and Standards-based reading instruction (WWC-Positive), i-Ready Reading Digital instruction (ESSA-Moderate/Promising), Ready Book Curriculum (WWC-Positive), and Accelerated Reader (WWC-Positive).

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership The Springcrest Literacy Leadership Team (LLT) will conduct Literacy Walks using the FCRR grade level specific walkthrough tool. The LLT will meet monthly to review data and develop next steps for professional learning.</p>	<p>Clark, Jenny, jenny.clark@suwannee.k12.fl.us</p>
<p>Literacy Coaching Teachers will participate in a coaching cycle with the Instructional Coach - facilitative coaching (periodic walkthroughs, assistance and follow up as needed) , dialogical coaching (pre-conference, walkthroughs, and follow-up), directive coaching (weekly walkthroughs, meetings on a schedule with follow-up) . The Instructional Coach will attend team meetings weekly, data chats monthly, model in classrooms, facilitate peer modeling and reviews, and support in the development of standards maps.</p>	<p>Clark, Jenny, jenny.clark@suwannee.k12.fl.us</p>
<p>Assessment Grade level teams will administer common assessments throughout the school year. PLC teams will meet to discuss common assessment data weekly. Progress monitoring of T3 - students will be done bi-monthly. Students will take an alternate diagnostic screening assessment (iReady) three times per year.</p>	<p>Beach, Jennifer, jennifer.beach@suwannee.k12.fl.us</p>
<p>Professional Learning Instructional staff will receive training on the Clarity of the Learning goal, success criteria, standards tracking and Kagan cooperative learning strategies.</p>	<p>Beach, Jennifer, jennifer.beach@suwannee.k12.fl.us</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

As a Leader in Me School, we have 5 Core Paradigms that drive our decisions, behaviors, and results. These 5 Core Paradigms include:

- Everyone can be a leader.
- Everyone has genius.
- Change starts with me.
- Empower students to lead their own learning.
- Educators and families partner to develop the whole person.

These paradigms at our school drive our everyday interaction with students, staff, and families. We provide

modeling and supports for students to lead their own educational journey—empowering them to be responsible, reflective, and active in their learning experiences.

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

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 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 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.