Suwannee Springcrest Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Suwannee Springcrest Elementary

1419 WALKER AVE SW, Live Oak, FL 32064

sis.suwannee.k12.fl.us

School Board Approval

This plan was approved by the Suwannee County School Board on 9/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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	

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

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Springcrest is proud to involve our stakeholders in many ways. One process is through our MRA (Measureable Results Assessment). This assessment is provided to parents, students and teachers/staff members. It measures the performance of the school in 3 areas. (Leadership, Culture and Academics)

This year's result of 82 has proved to be the highest in the three years as a Leader in Me School. It revealed our area of growth as providing connections with our community and family engagement for the upcoming 2023-2024 school year.

The School Leadership Team (SLT) is responsible for communicating/collaborating with grade level teams. The SLT through Professional Learning Communities (PLC), analyze data, plan instruction aligned to the standards, and discuss next steps. Next steps may include strategies aquired from the Rural Connect summer training this year. "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 can learn which strategies would working and which were not" (Hattie, 2009)

The Association of Parents and Teachers (APT) renamed as our "Family Lighthouse Team" as well as our District Advisory Council (DAC) also meet once a month, communicating and aquiring input from our businesses, parents and community members. Staff, families, and community members are empowered to guide at-home learning through a system of certified facilitators that regularly share the 7 Habits of Highly Effective Families to sustain a nurturing family culture. Springcrest fully supports partnerships with families for the implementation of Learning Team Agreements to support academic goals and whole-child development. We annually assesses the level of family engagement to identify key drivers and restrainers to full engagement and use this data to formulate decisions.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be monitored through a variety of means. The school-wide WIG is tracked on a compelling public scoreboard and students creatively celebrate progress toward goal achievement. Cascading goals- Each grade-level, classroom and individual will set goals. All progress will continue to be monitored and tracked and displayed on scorerboards in each grade-level hallway. Each classroom and student will discuss lead measures and adjust lead measures if necessary in order to obtain their goals. (individual or classroom) Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines. Student data teams collect data, update public scoreboards, analyze progress toward goals, and ensure a cadence of accountability.

Common "Team Time" is provided for support of small group remediation and indivisualized instruction. While "Tier One" instruction will be provided during small group and core instruction.

The LLT (Literacy Lead Team) will provide support with the focus on reading intervention. Lessons promote basic understanding, application, higher-order thinking, internalization, and real-world application. There is also a system in place that empowers students to teach others. Literacy Lead Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.

Our "Action Teams" provide ongoing staff learning and modeling in the highly effective practices of the 7 Habits and Core Paradigms is incorporated into staff professional learning plans. New staff members are consistently supported through a creative system that promotes application and depth of learning and modeling. Mentors support new staff members through a continuously improving system focusing on Leader in Me content.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	16	35	27	20	18	18	0	0	0	134
One or more suspensions	2	9	4	12	18	18	0	0	0	63
Course failure in English Language Arts (ELA)	0	2	11	15	17	1	0	0	0	46
Course failure in Math	0	1	5	12	18	6	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	6	15	17	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	0	3	19	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	9	15	26	17	0	0	0	73

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	2	0	6	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	13	19	27	16	25	0	0	0	139
One or more suspensions	5	10	5	21	11	19	0	0	0	71
Course failure in ELA	1	3	5	8	9	6	0	0	0	32
Course failure in Math	1	1	6	6	10	5	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	33	15	20	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	24	19	17	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	27	34	42	18	35	0	0	0	191

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	23	13	14	30	17	21	0	0	0	118

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	13	19	27	16	25	0	0	0	139
One or more suspensions	5	10	5	21	11	19	0	0	0	71
Course failure in ELA	1	3	5	8	9	6	0	0	0	32
Course failure in Math	1	1	6	6	10	5	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	33	15	20	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	24	19	17	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	27	34	42	18	35	0	0	0	191

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	23	13	14	30	17	21	0	0	0	118

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	50	53	51	52	56	45		
ELA Learning Gains				54			38		
ELA Lowest 25th Percentile				44			35		
Math Achievement*	61	57	59	61	43	50	46		
Math Learning Gains				84			49		
Math Lowest 25th Percentile				58			52		
Science Achievement*	74	58	54	60	57	59	32		
Social Studies Achievement*					61	64			
Middle School Acceleration					45	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	52	46	59	65			54		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	54			
AMI				
ASN				
BLK	50			
HSP	58			
MUL	42			
PAC				
WHT	70			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	63			
AMI				
ASN				
BLK	42			
HSP	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	63			
FRL	58			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			61			74					52
SWD	44			36			60				3	
ELL	43			67							3	52
AMI												
ASN												
BLK	39			47			64				4	
HSP	61			68			40				5	58
MUL	42			42							2	
PAC												
WHT	68			66			85				4	
FRL	53			54			76				5	62

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	54	44	61	84	58	60					65
SWD	31	50	44	33	60	40	33					
ELL	38	56		63	94							65
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	34	52	33	39	65	50	21					
HSP	48	56		57	84		43					67
MUL												
PAC												
WHT	58	53	27	71	92	64	77					
FRL	46	51	38	55	83	59	50					81

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	38	35	46	49	52	32					54
SWD	21	38	42	22	43		9					
ELL	32			45								54
AMI												
ASN												
BLK	26	28		26	39		21					
HSP	39	28		45	56		33					52
MUL												
PAC												
WHT	53	44		55	46		33					
FRL	41	39	47	39	52	50	29					45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	51%	19%	54%	16%
04	2023 - Spring	51%	51%	0%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	50%	2%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	57%	-5%	59%	-7%
04	2023 - Spring	68%	61%	7%	61%	7%
05	2023 - Spring	67%	54%	13%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	55%	19%	51%	23%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fourth grade showed the lowest performance in ELA with 51% proficient. One of our two ELA teachers in the grade retired early in October. The position was then filled with a long-term sub for the remainder of the school year. That grade level scored 39% proficient on the prior year's Florida Standards Assessment (FSA) 2022-2023.

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

Fourth-grade ELA showed the greatest decline in performance from the prior year. Fourth-grade ELA proficiency was 60% in 2021-2022 and 51% in 2022-2023. The fourth grade ELA teacher from the 2021-2022 school year looped with those students to fifth grade for the 2022-2023 school year and one of the two fourth grade teachers retired in October leaving the class with a long-term sub for the remainder of the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth-grade FCAT Science scores had the greatest gap compared to the state average by 23 pts. We experienced gains in science the prior school year going from 33% proficiency in 2020-2021 to 57% proficiency in 2021-2022. SSE continued to make science proficiency a priority

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

Fifth-grade FCAT Science showed the most improvement with 74% proficiency compared to 57% proficiency the prior school year. We established goals for science achievement and implemented a science lab for fourth and fifth-grade students on the activity schedule. Fourth and fifth-grade science teachers attended professional development focused on science. Conducted science progress monitoring with a tier 2 reteach approach.
Additional science curriculum and resources were purchased to aid in instruction and complete experiments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the amount of students with one or more suspensions. Although this number did reduce from 71 the 2021-2022 school year to 63 the 2022-2023 school year.

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

Increase overall ELA achievement.
Increase overall Math achievement.
Increase family and community engagement.
Reduce the amount of school based discipline referrals.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If Suwannee Springcrest Elementary implements high-quality instruction that is based on: grade-level B.E.S.T. 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: Be the Light

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

Each grade level will increase proficiency in Reading by at least 3% by the end of PM 3.
Each grade level will increase proficiency in Math by at least 3% by the end of PM 3.

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 Walks"
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
Student data chats every 4 weeks.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will develop benchmark task cards using the B.E.S.T standards, core curriculum, and other research-based resources.

Teachers will participate in data-informed decision-making using common assessments and bi-monthly Professional Learning Communities

Teachers will participate in ongoing professional development aligned with the science of reading and evidence-based strategies. Professional development will include literacy instructional strategies: significant sentences, foundational skills, text-dependent questions, word work, Hattie's high yield strategies, instructional routines, Fluency practice/progress monitoring, and building vocabulary.

Continue to implement the Four Disciplines of Execution (4DX) and participate in professional development based on empowering learners.

Build teacher capacity with a coaching cycle that includes coaching, modeling, and mentoring in classrooms weekly.

Literacy Lead Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.

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

By When: By the third round of progress monitoring.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A system is in place to support school-wide and classroom learning environments as safe and supportive for students from all backgrounds. A continuously improving Emotional Bank Account deposit system ensures that all students, staff, and families feel welcomed, valued, loved, and trusted throughout the year. Suwannee Springcrest Elementary will continue to target the physical and emotional environment by providing leadership opportunities as well as supporting social-emotional development by intentionally integrated the school culture led by staff, students, and the broader school community. This system will in turn yield to a decrease in disciplinary actions.

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

Decrease school-based referrals by 10% from the 2022-2023 school year to the 2023-2024 school year. (2022-2023) - (216 referrals).

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

The disciplinary WIG is tracked with data from the previous year on a compelling public scoreboard and students creatively celebrate progress toward goal achievement.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continue to implement the Four Disciplines of Execution (4DX) and participate in professional development based on empowering learners.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Provide grade- level teams time for professional learning communities (PLCs) to analyze data and plan for behavioral interventions. These may include BIPs (Behavior Improvement Plans), Emotional Bank Account discussions, & behavior tier sheet data.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Class and personal mission statements, peer mentoring, parent-teacher Conferences, morning meetings, Leader in Me Curriculum, students Vote for Habit Hero of the Month/Year, Caught Being a Leader, ISS student Reflection, BASE Education program, Mentorships, Fun Friday, Social Skills Groups, Behavior

Improvement Plans, Counseling services/Partner w/outside agencies (CARD), School Action Teams meet monthly, Springcrest Morning News, and field trip incentive

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

By When: Monitor and post data monthly.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Family engagement is the shared responsibility of family members, schools, and communities. Research shows that involving families in their children's education is paramount to student success. When families are meaningfully and continuously engaged in their children's learning and development, it has a positive impact on their child's health, academic, and well-being outcomes.
Springcrest Elementary is seeking to increase family engagement within our school community.

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

Increase attendance at family engagement events and participation on the Family Lighthouse Team.

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

Sign in sheets, rosters, survey completions, and followers.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interventions for the area of focus include: monthly attendance meetings, monthly DAC (District School Advisory Council) meetings as well as monthly Family Lighthouse meetings formerly known as APT (Association for Parents and Teachers) Providing special school-based opportunities for parents/community and student involvement in afterschool activities. Example: Parent Conference Night & Leadership Night

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

High attendance records as well as positive family engagement yields positive achievement results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

7 Habits of Highly Effective Families training, Family Lighthouse team, orientation for primary grades, parent conference nights, family engagement nights, school volunteer program, Leadership day, LIM MRA Survey, family newsletter, and social media.

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

By When: By the end of the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Suwannee County School District, (SCSD) uses of a comprehensive needs assessment, (CNA). The CNA allows each school to address the schools' individual needs through a 3-year trend data analysis using the following areas: statewide, standardized assessments in Reading, Writing, and Mathematics, Progress Monitoring data, Federal Index, other data sources (i.e. behavior and attendance), School Grade Criteria, Teacher Effectiveness and Parent Involvement survey results. Each school also reviews curriculum and instructional practices and resources, staff development, quality teaching, resource allocation, leadership, and family engagement with stakeholders that include the District Advisory Council.
Assessment data is discussed with stakeholders that include parents, teachers, academic coaches, and students who collaborate to create a plan of action to promote a growth mindset for student success. In addition, SCSD monitors and modifies intervention supports in place for at-risk students and develops additional at-risk programming to provide early intervention support as needed and identified.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

51% of students in first grade did not score at proficeincy level or above on the statewide, standardized ELA assessment.

The area of focus will be on explicit foundational skills instruction to support reading for understanding in Kindergarten through Third grade. This instruction will include decoding words, analyzing word parts, and writing and recognizing words. Teach academic language skills, use of inferential and narrative language, and vocabulary knowledge. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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

All grade levels 3-5 scored above the 50% in Reading.

Grade 3 scoring at 55% above level 3
Grade 4 scoring at 53% above level 3
Grade 5 scoring at 67% above level 3

SSE will continue to provide researched- based curriculum through Tier 1 instruction with an emphasis on differintiated small groups as well as immediate intensive intervention driven by assessment data. (iii)

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 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 Measurable Outcomes

SSE will increase reading proficiency in first grade from 49% to 55%.

The Literacy Lead Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.

Grades 3-5 Measurable Outcomes

All grade levels 3-5 were above the 50% in Reading.

Monitoring

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 impact student achievement outcomes.

Monitoring will include: coaching feedback cycle, classroom walkthroughs, data chats with teachers and students, B.E.S.T standard checklists, grade level PLC process.
Students will track progress through their leadership notebook data section. A scoreboard of data results will be visible to everyone and updated frequently. This will create a cadence of accountability for students. As goals are achieved - celebrations will occur.

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

Description:
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. §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), Accelerated Reader, HMH Reading curriculum, Fluency practice, significant sentences, text-dependent questions, and Florida Center for Reading Research activities.

Rationale:
Explain the rationale for selecting 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 evidence-based 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
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.	Clark, Jenny, jenny.clark@suwannee.k12.fl.us
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 the development of standards maps and benchmark task cards.	Clark, Jenny, jenny.clark@suwannee.k12.fl.us
Assessment Grade level teams will administer common assessments throughout the school year. PLC teams will meet to discuss common assessment data weekly. Standards Mastery assessments will be administered. Progress monitoring of T3 - students will be done bi-monthly. Students will take an alternate diagnostic screening assessment (iReady) three times per year.	Beach, Jennifer, jennifer.beach@suwannee.k12.fl.us
Professional Learning Instructional staff will receive training on B.E.S.T ELA standards, literacy instructional routines, high yield strategies, word work, significant sentences, clarity of the learning goal, establishing success criteria, standards tracking and Kagan cooperative learning strategies.	Beach, Jennifer, jennifer.beach@suwannee.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

A summary of our current SIP will be uploaded to our official school webpage, and school staff Canvas page, a copy will be shared with the Association of Parents and Teachers committee, as well as our Suwannee County Schools District Advisory Council.
https://sse.suwannee.k12.fl.us/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Springcrest has stakeholders schoolwide (admin, teachers, staff, and students) as well as in the community including parents, district staff, school board members, and business and community leaders. To continue to build support for ongoing success, we must have advocates for an improved program who share our vision and passion for student success and believe in the Leader in Me process.
All Springcrest Staff contribute to building positive relationships with parents, families, and other community stakeholders. Some examples include service learning projects, school volunteer program, peer intervention team (peer mentoring), Girls Up (mentoring adolescent girls in need), Springcrest Morning News, Sunshine Committee, Association of Parents and Teachers, Literacy Lead team, Student Leader of the Month, Caught Being a Leader, and 7 Habits of Highly Effective Families training.
Parents are informed of their child's progress in a variety of ways. Student progress reports are sent home at the midpoint of each 9 weeks, student report cards are sent home each 9 weeks, progress monitoring parent reports are sent home after each assessment, students are taught how to share their leadership notebooks and conduct their own conferences and data chats, orientation for primary grades, parent conference nights, family engagement nights, Springcrest Leadership day, Leader In Me Measurable Annual Results Assessment (MRA) for staff, students, and parents, Springcrest Family newsletter, FOCUS Messenger, Student FOCUS accounts, and social media.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Increase teacher knowledge and use of literacy instruction and engagement strategies, and develop cross-content strategies for literacy-integrated instruction. Train teachers to align and integrate literacy strategies with content-area standards. Use data visualization and progress monitoring data to identify needs. Implement a holistic, multi-source feedback model for self-reflection, job-embedded coaching, and peer support. Each month the school will highlight a cooperative learning engagement strategy and a high-yield strategy for increased student achievement. Differentiate instruction to include fluid intervention and enrichment groups.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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