

Suwannee County Schools

Suwannee Springcrest Elementary



2020-21 Schoolwide Improvement Plan

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.

Under the new configuration, 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 is a school of leadership in which every child will achieve and be a successful leader in the 21st century.

School Leadership Team

Membership

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

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:

Springcrest Elementary School is the School of Leadership in its inaugural year. We are implementing the Leader in Me (LIM) process to support the culture of a leadership school and increase academic achievement. To date, over 30 independent academic-research studies have evaluated Leader in Me effectiveness. From quantitative analysis of statewide data to qualitative studies that analyzed interviews of educators, parents, and students LIM schools is making a measurable impact on schools. Nearly all of the studies were reviewed by a peer or academic advisory group before release. Research regarding the Leader in Me reveals a wide variety of impact. Leader in Me Schools help students and staff build the skills and competencies necessary for student achievement. They also create a school culture where students and staff feel safe, engaged, and positively impact behavior. "Students at LIM schools who were in the bottom 25% made gains 3% higher than those in the bottom 25% at non-LiM schools" (Dr. Pascal, Dr. Ohlson, Dr. Lee, 2016, University of North Florida, p. 14). It was also noted that "63% of students proficient in the 7 Habits (the core of LIM schools) scored at or above the ELA Benchmark Grade-Level compared to only 22% of students who were not" (A. Lynn, M.A., 2015, California State University, San Marcos). LIM schools had an average "6.7% increase in 4th grade ELA state test results compared with their pre-Leader in Me performance" (Dr. Dick, Dr. Burstein, Bergeron, 2017, University of Louisiana at Lafayette). As students apply the expanded set of skills taught in LIM schools, academic achievement improves. For these reasons, Springcrest will fully implement the Leader in Me plan based on the 7 Habits of Highly Effective People.

Measureable Outcome:

100% of the students will serve in one or more leadership roles in the classroom and or at the school level. Students in Leader in Me Schools build the skills and competencies necessary for student achievement that will lead us to our measurable outcome goals.

Academic measurable outcomes: increase reading and math achievement proficiency in 3rd-5th grade on iReady and/or FSA to 50% or higher. The 2019 FSA data indicated 47% scored level 3 in reading and 45% scored level 3 in math.

Current baseline Diagnostic results: 24% are on or above grade level, 54% are one year below grade level, and 23% are at risk- two or more years below based on the reading iReady results. In math, 13% are on or above grade level, 63% are one year below grade level, and 24% are at risk at two or more years below grade level.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Implement the evidence-based Leader in Me process. Provide instruction for staff and students on the 7 Habits of Highly Effective People. Objective evidence of Leader in Me impacts has been steadily growing since 2010.

Rationale for Evidence-

Leader in Me is a whole-school improvement model designed to create change across a wide variety of areas. Consequently, research regarding the Leader in Me reveals a wide variety of impact. With the reconfiguration, each

based Strategy: elementary school has a focus theme. Springcrest Elementary is the school of leadership. The Leader in Me process appears to be a perfect fit for our new population.

Action Steps to Implement

Springcrest faculty and staff (including all teachers, administrators, paraprofessionals, office support, and custodians) will participate in the 7 Habits of Highly Effective People training 2 days during preplanning.

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

Teachers will implement a common morning meeting or DEAL (Drop Everything And Lead) time-to provide leadership instruction daily.

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

All students will serve in one or more leadership roles in the classroom and/or at the school level. This step includes the initial start of school patrols made up of 5th grade students.

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

Develop school-wide action teams to identify and coordinate systems that engage as many people as possible (include all faculty members) to accomplish work to be done. The faculty Lighthouse Team was implemented this summer.

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

Establish a student Lighthouse Leadership Team to provide direction in the implementation and sustainability of Leader in Me. The student Lighthouse Team will ensure student input is utilized for school-wide and community projects and events.

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

Students will select and participate in leadership-based clubs weekly.

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

The school and teachers will reach out to the community for partnerships that will include mentoring, guest speakers, volunteering, club sponsors, joint service projects and financial assistance.

Person Responsible Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Implement student leadership notebooks in all grade levels with common information included. Five sections: Myself-capture interests, personal mission, WIGS- Wildly Important Goals, My Learning-track progress of learning and on goals, My Leadership-captures experiences and learning as a leader, and My Celebrations-track academic, professional, and personal celebrations/achievements.

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

Implement student-led leadership events (once COVID-19 permits) after school to communicate theme, data, and progress to parents, community, and business leaders.

Person Responsible Keith Cherry (keith.cherry@suwannee.k12.fl.us)

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Students in the Black/African American ESSA subgroup showed a decrease in all components except math learning gains on the 2019 FSA. The Black/African American subgroup has been below 32% for two consecutive years. On the 2019 FSA, this subgroup of students (now in 5th grade) had 23% score level 3 or higher on ELA and 22% score level 3 or higher on Math. Some of these students are now in the 5th grade at Springcrest. The Federal Index in 2019 for this subgroup was 26. We need to target students in this subgroup with specific intensive, explicit and systematic instruction.

Measureable Outcome: Increase the Federal Index by 6 points or more and Increase the percentage of students that score level 3 on FSA ELA and Math by 10% in each content area to close the gap.

Person responsible for monitoring outcome: Jennifer Beach (jennifer.beach@suwannee.k12.fl.us)

Evidence-based Strategy: Provide intensive, explicit, and systematic instruction. "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening" (IES Practice Guide, What Works Clearinghouse, 2009).

Rationale for Evidence-based Strategy: Research demonstrates that explicit instruction is associated with improved reading outcomes among struggling students (Gersten et al., 2008; National Reading Panel, 2000). In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting until students are able to apply a skill independently (Archer & Hughes, 2011).

Action Steps to Implement

Provide opportunities for professional learning communities to analyze diagnostic and common assessments; determine interventions needed, plan instruction, align standards, and include time for reflection. Monitor and assist in Tuesday Talks PLCs, monthly PLC meetings, and weekly common planning.

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

Conduct monthly data chats with teachers in grade level teams and administration; data chats with teachers and students, and students with parents. Teachers will schedule student data chats twice a nine weeks to review information (goals, progress, and next steps) in student leadership binders. Mentors will also have data chats with their mentees.

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

Provide a 40-minute intervention/enrichment time called "Team Time" in the master schedule in which a paraprofessional pushes in to assist the classroom teacher with small groups on specific skills. Students scoring in iReady group 1 have gaps in foundational skills (usually 2-years behind) and will be provided explicit and systematic intervention using the LEAP program 2-3 times a week.

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

Provide an additional intervention for students that are in instructional group 3 on the iReady Diagnostic indicating vocabulary gaps and provide the explicit teaching of prefixes, suffixes and root words to support decoding and promote reading comprehension using the Lexonik program. Lexonik is a one hour lesson for six weeks The face to face sessions are prescriptive, intensive and highly effective. Lexonik incorporates:

- small intensive, targeted group work
- repetition and reinforcement
- encouragement of active recall
- speaking and listening activities
- lively energetic teaching at a rapid pace
- multi-sensory activities so that pupils experience hearing, saying and doing within the same activity targeting vocabulary.

Person Responsible Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Schedule monthly support and professional learning from the district reading, math, and science coordinators and/or school instructional coach.

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

Post, reflect, monitor, and problem solve student data results from iReady diagnostic assessments in the PLC data room.

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

Assign subgroup students (in grades 3-5) a mentor (from leadership team, special area teachers, and paraprofessionals) that meet with them regularly (at least monthly or quarterly) to discuss progress (academic progress, leadership development, goals, behavior, etc.).

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

Conduct monthly data chats with teachers in grade level teams and administration; data chats with teachers and students, and students with parents. Teachers will schedule student data chats twice a nine weeks to review information (goals, progress, and next steps) in student leadership binders.

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

Schedule Leadership Data Night in which students share their student leadership notebooks with parents, community and business members (if COVID-19 permits).

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

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Academic achievement in the Student with Disabilities subgroup dropped on the 2019 FSA ELA from 21% to 17%. Learning gains went down from 37% to 33%, while L25% learning gains went up 4 percentage points from 32% to 36%. The subgroup increased 1% on FSA Math. Learning gains increased 19% points and lowest quartile learning gains increase 16% points. It was the second consecutive year the subgroup scored a federal index below the 32% (the subgroup Federal Index was 28). We need to target students in this subgroup with specific intensive, explicit and systematic instruction.

Measureable Outcome:

Increase the Federal Index by 4 points or more and Increase the percentage of students that score level 3 on FSA ELA and Math by 8% in each content area to close the gap.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Provide intensive, explicit, and systematic instruction. "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening" (IES Practice Guide, What Works Clearinghouse, 2009). The action steps will address the implementation process and resources that are evidence-based as well.

Rationale for Evidence-based Strategy:

Research demonstrates that explicit instruction is associated with improved reading outcomes among struggling students (Gersten et al., 2008; National Reading Panel, 2000). In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting until students are able to apply a skill independently (Archer & Hughes, 2011)

Action Steps to Implement

Provide opportunities for professional learning communities to analyze diagnostic and common assessments; determine interventions needed, plan instruction, align standards, and include time for reflection. Monitor and assist in Tuesday Talks PLCs, monthly PLC meetings, and weekly common planning. Include the ESE teachers when available.

Person Responsible

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

Provide a 40-minute intervention/enrichment time called "Team Time" in the master schedule in which a paraprofessional pushes in to assist the classroom teacher with small groups or individual students on specific skills. Students in grades 3-5 scoring in iReady group 1 have gaps in foundational skills (2-years or more behind) will be provided additional explicit and systematic intervention using the LEAP program 2 times a week. ESE teachers will push in to the regular classroom to support the SWD students with multi-sensory manipulatives, additional resources and scaffolded assistance including Quick Reads (evidenced-based) for fluency and comprehension deficits and Reflex Math for students needing support on math fluency.

Person Responsible

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

Schedule additional professional learning support with Ashley Lundy (with FLDRS) as needed to support evidence based strategies appropriate for the SWD individual student's' needs.

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

Post, reflect, monitor, and problem solve student data results from iReady diagnostic assessments in the PLC data room. Include ESE teachers in monthly data chat PLCs.

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

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

The ELL ESSA subgroup data is promising. On the 2019 FSA, ELL achievement was up in both ELA and Math. In ELA, ELL students increased from 29% to 41%. In math, ELL students increase from from 27% to 35%. The subgroup also demonstrated learning gains in math from 31% to 44%. Reading learning gains remained at 48%, however, the lowest 25% increased in both ELA and math. In ELA from 37% to 52% and math an increase from 19% to 29%. The Federal Index score was 40 which was only 1% lower than the 41%. We need to continue to work with this subgroup especially since the school is now a PreK-5 school and each grade level has specific needs for their ELL population.

Measureable Outcome:

Increase ELL students ELA and math achievement on the FSA 5%; 41% to 46% in ELA and 44% to 49%. Increase the Federal Index score to 41% or higher.

Reading and math results of the iReady Diagnostic is not available yet by individual subgroups, therefore, the outcome is based on the 2019 FSA data available.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Provide intensive, explicit, and systematic instruction. "Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening" (IES Practice Guide, What Works Clearinghouse, 2009).

Rationale for Evidence-based Strategy:

Effective teachers—those whose students had the strongest academic outcomes—use effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice. They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003) The routines and consistent language used in explicit teaching provide ELLs clear, specific, and easy-to-follow procedures as they learn not only a new skill or strategy but also the language associated with it (Calderon, Hertz-Lazarowitz, & Slavin, 1996; Edelsky et al., 1993; Hernandez, 1991; Muniz-Swicegood, 1994; Saunders et al., 1996).

Action Steps to Implement

Identify ELL students in each grade and classroom and implement schedule for Mayra Casteneda (bilingual paraprofessional) to push in to classrooms to support students.

Person Responsible

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

Provide teachers with resources and curriculum to support ELL students to include: Duolingo, flash cards, picture dictionaries, English-Spanish dictionaries, games, links to materials and resources available online: <http://www.funenglishgames.com/>

<http://www.english-4kids.com/>

<http://www.uniteforliteracy.com/>

<https://www.eslkidstuff.com/>

<https://ell.brainpop.com/>

<https://www.colorincolorado.org/teaching-english-language-learners>

Person Responsible Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Provide opportunities for professional learning communities to analyze diagnostic and common assessments; determine interventions needed, plan instruction, align standards, and include time for reflection. Monitor and assist in Tuesday Talks PLCs, monthly PLC meetings, and weekly common planning. Include Mayra Castenada to discuss ELL progress and next steps.

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

Identify ELL students that are in grouping/profile 1 with significant foundational skills deficits that might benefit from the LEAP direct/explicit instruction phonics program. Provide the small group explicit instruction two times a week during Team Time.

Person Responsible Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Post, reflect, monitor, and problem solve student data results from iReady diagnostic assessments in the PLC data room. Highlight ESSA group students to include ELL, SWD, and African-Americans.

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

Provide professional learning training on providing direct/explicit instruction to ELL students.

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

Provide monthly newsletters, flyers, and resource etc. in Spanish for ELL parents and families.

Person Responsible Wendy Stevens (wendy.stevens@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

Many of our students that are identified in the ESSA subgroups are also included in the EWS report. Therefore, we will pull quarterly grade distribution, discipline, and attendance reports to monitor the progress of those students.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Several stakeholders contributed their thoughts to the culture and environment description. It is interesting to see such similar responses. We must be on the right track.

Educational literature indicates that schools with positive learning climates free from discipline problems, bullying, and disengagement perform better academically. Leader in Me has demonstrated impact in all of these areas including school culture, student behavior, attendance, students' social-emotional skills, and staff and student engagement. Further, several recent studies show a positive impact on academics. (<https://www.leaderinme.org/faqs/>).

The design of school culture for Suwannee Springcrest Elementary is not one that is left to chance. It is purposeful and goal oriented including all stakeholders in the process from creating to implementation. The atmosphere is one that fosters personal accountability, leadership, and both personal and academic goals. Teachers, students, families, and members of the community each share a role in the development of our students and the success of our school.

What does everyone want to feel when they walk into a school? Most likely, everyone wants to feel welcomed, valued, and safe. Our school always strives to exhibit that warm and inviting atmosphere, but this year we will do it a little differently. We want our staff and students to be engaged and take ownership of the school. To do this, we have changed our approach and are now a Leader in Me school.

As a Leader in Me school, we will improve our positive culture and environment from the inside out by teaching our staff and students the 7 Habits of Highly Effective People. Staff will demonstrate these 7 habits at school and at home. Our students not only will demonstrate these principles at school, but will teach them at home. This paradigm will spill over in to the community and include all stakeholders. All stakeholders will help in building a strong school culture that will set the foundation for our success.

Another important part to this equation is giving all of our students the opportunity to take on leadership roles. All staff here Springcrest Elementary will actively listen to and respond to our students' ideas and concerns, making them feel valued and supported. It is crucial in our school culture, for the student body to take ownership of their academic career, giving them the opportunity to advocate for themselves and demonstrate self-efficacy in the school setting. Staff will work side by side with our students to make changes and create a positive, encouraging environment conducive to academic achievement. Together we will be successful