

Leon County Schools

# Springwood Elementary School



## 2019-20 School Improvement Plan

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# Springwood Elementary School

3801 FRED GEORGE RD, Tallahassee, FL 32303

<https://www.leonschools.net/springwood>

## Demographics

**Principal: Sylvia Myers**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: D 2016-17: C 2015-16: C 2014-15: C 2013-14: B
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I

\* 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 Leon 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The Mission of Springwood Elementary School is to provide all students with a safe, positive and challenging learning environment that enables all learners to become well-prepared, productive and contributing citizens in the 21st century. It is our objective to recognize and develop individuality, self-growth and responsibility using a variety of strategies and cooperative efforts throughout the school, home and community.

#### Provide the school's vision statement

Dedicated to putting students first, Springwood Elementary School will be known as an award-winning school. Visionary in both plan and accomplishment, Springwood Elementary School will embrace families, volunteers and the community to support its educational programs in a well-maintained, technologically rich facility. Working together with all stakeholders, Springwood Elementary School will provide a loving, compassionate learning community that nurtures and supports exemplary education for every student.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Myers, Sylvia	Principal	The members of the leadership team provide school wide leadership, coordinate collaborative planning efforts, and facilitate progress monitoring and professional development. The leadership team works intricately with administration to help make decisions that impact the school community, teacher morale and effectiveness, and student achievement.
Hayes, Sharima	Instructional Coach	
Mixon, Kaitlyn	Instructional Coach	
Oliver, Sean	Instructional Coach	
DeCardenas, Elizabeth	Assistant Principal	

### Early Warning Systems

#### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	88	80	106	80	104	0	0	0	0	0	0	0	549
Attendance below 90 percent	20	12	11	5	6	17	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	22	31	0	0	0	0	0	0	0	59

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	1	8	0	0	0	0	0	0	0	10

**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	5	14	1	9	7	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

596

**Date this data was collected or last updated**

Thursday 8/29/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	9	13	13	10	10	17	0	0	0	0	0	0	0	72
One or more suspensions	3	4	10	9	17	20	0	0	0	0	0	0	0	63
Course failure in ELA or Math	0	0	4	23	23	1	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	4	28	29	0	0	0	0	0	0	0	61

**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	0	2	9	23	20	0	0	0	0	0	0	0	55

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	57%	57%	47%	57%	56%
ELA Learning Gains	44%	54%	58%	47%	53%	55%
ELA Lowest 25th Percentile	34%	47%	53%	37%	46%	48%
Math Achievement	64%	64%	63%	50%	61%	62%
Math Learning Gains	65%	63%	62%	32%	55%	59%
Math Lowest 25th Percentile	33%	45%	51%	14%	40%	47%
Science Achievement	49%	52%	53%	26%	52%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	91 (0)	88 (0)	80 (0)	106 (0)	80 (0)	104 (0)	549 (0)
Attendance below 90 percent	20 (0)	12 (0)	11 (0)	5 (0)	6 (0)	17 (0)	71 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (0)	22 (0)	31 (0)	59 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	51%	61%	-10%	58%	-7%
	2018	46%	61%	-15%	57%	-11%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	54%	58%	-4%	56%	-2%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
05	2019	41%	56%	-15%	56%	-15%
	2018	39%	57%	-18%	55%	-16%
Same Grade Comparison		2%				
Cohort Comparison		-13%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	60%	63%	-3%	62%	-2%
	2018	46%	64%	-18%	62%	-16%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	66%	66%	0%	64%	2%
	2018	59%	62%	-3%	62%	-3%
Same Grade Comparison		7%				
Cohort Comparison		20%				
05	2019	61%	61%	0%	60%	1%
	2018	39%	58%	-19%	61%	-22%
Same Grade Comparison		22%				
Cohort Comparison		2%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	49%	54%	-5%	53%	-4%
	2018	28%	56%	-28%	55%	-27%
Same Grade Comparison		21%				
Cohort Comparison						



**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	25	24	34	48	30	30				
BLK	43	41	29	64	66	33	41				
HSP	38			54							
WHT	58	56		67	68		75				
FRL	44	45	30	62	65	31	50				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	31	26	20	20	9					
BLK	46	50	39	46	29	14	17				
HSP	50			70							
MUL	50			33							
WHT	51	31		63	42		47				
FRL	43	48	37	44	32	15	32				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	7
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

**English Language Learners**

Federal Index - English Language Learners	
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<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that performed the lowest is learning gains for the lowest quartile in the area of Mathematics (33%). This data does not appear to be a trend since it is an increase from last year's average which was 14%.

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

The data components that showed the greatest decline from the prior year are ELA proficiency (-3) and learning gains in ELA (-3).

#### **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**

The data component that had the biggest gap when compared to the state average is the ELA Lowest Quartile Gains. We were considerably lower than the state and district averages.

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

We showed the greatest improvement in math learning gains with a 33 point gain. Springwood utilized the Acaletics math program, in addition to, the Go Math curriculum.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

When reflecting on the EWS data, an area of concern is the close correlation between the number of students who received level 1's in the 4th (22) and 5th (31) grades and the corresponding attendance below 90%. In addition, our HSP and SWD students had low performance overall in ELA and Math.

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

1. Increase the level of ELA achievement (47%) to be 55% which is closer to the state and district average (57%).
2. Increase ELA learning gains (44%) to be 55%. The district average is 54%.

3. Increase ELA lowest 25th percentile (34%) to be 70%.
4. Increase math lowest 25th percentile (33%) to be 70%.
5. Increase attendance for students receiving a level 1 in ELA and Math to above 90% and monitor our HSP and SWD to increase overall performance.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Proficiency
<b>Rationale</b>	Although our proficiency in ELA remained the same from the 2018-19 school year, it is still significantly below the state and district average. Our fourth grade decreased in proficiency (-8%) and we showed a decrease in the following subgroups, black students (-3) and Hispanic students (-12).
<b>State the measureable outcome the school plans to achieve</b>	Our intended outcome is to raise the proficiency percentage from 47% to 55%.
<b>Person responsible for monitoring outcome</b>	Elizabeth DeCardenas (decardenase@leonschools.net)
<b>Evidence-based Strategy</b>	In order to improve school wide reading proficiency, we will provide reading experiences that include remediation and acceleration, while exposing students to books in their area of interest, daily supported independent reading of challenging text, while using differentiated instruction, and interest based choice opportunities in reading. Teachers will utilize both a whole group and small group instructional model that is supported by their on-going data analysis of need. Teachers will also provide Tier II and Tier III reading interventions that are targeted to increase reading proficiency.
<b>Rationale for Evidence-based Strategy</b>	Students need to have the opportunity to work with challenging text in order to build their reading skills repertoire. An enriched reading environment provides the opportunity to work on complex tasks while engaging in higher order thinking skills. Data analysis of the students' standards mastery, will provide teachers with an opportunity to either accelerate, or remediate, their students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teach the Wonders curriculum with fidelity.</li> <li>2. Use progress monitoring data to differentiate the learning experience during the intervention/enrichment time.</li> <li>3. Use iReady diagnostic data to create a plan for instruction and to develop reading centers.</li> <li>4. Use data tracking to determine students' acquisition of standards.</li> <li>5. Provide students with reading passages on their independent and instructional levels.</li> <li>6. Provide cognitively complex tasks for all students.</li> <li>7. Have students to set goals and track their own progress.</li> <li>8. Develop a comprehensive writing plan.</li> </ol>
<b>Person Responsible</b>	Kaitlyn Mixon (mixonk@leonschools.net)

<b>#2</b>	
<b>Title</b>	ELA Learning Gains
<b>Rationale</b>	According to our data from 2018-19, this is an area where we demonstrated a decline in percentage points (-3). We have struggled with learning gains historically in ELA. In improving our learning gains, we should also improve our overall ELA proficiency as well.
<b>State the measureable outcome the school plans to achieve</b>	An increase in ELA learning gains from 44% to 55%.
<b>Person responsible for monitoring outcome</b>	Elizabeth DeCardenas (decardenase@leonschools.net)
<b>Evidence-based Strategy</b>	Teachers will utilize collaborative planning to target the learning standards and instructional strategies that are required to complete complex tasks. Wonders formative and summative assessments, AR, STAR, and iReady data will be used to help drive instructional decisions. District developers and the reading coach will provide instructional support and professional development. Teachers will participate in administrative-led data discussions on a monthly basis. These data meetings will focus on effective strategies to put in place to meet the needs of all learners
<b>Rationale for Evidence-based Strategy</b>	By providing the instructional resources, data, support staff, and collaborative planning time, teachers will be able to develop lessons that are rigorous enough to increase learning gains for all students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Target and focus on the ELA standards.</li> <li>2. Identify complex and rigorous instructional material.</li> <li>3. Provide supplemental lessons that target instructional needs identified by the data.</li> <li>4. Teachers will participate in professional development that targets improving learning gains.</li> <li>5. Teachers will attend administrative led data discussions on a monthly basis.</li> </ol>
<b>Person Responsible</b>	Kaitlyn Mixon (mixonk@leonschools.net)

<b>#3</b>	
<b>Title</b>	Lowest 25% in ELA
<b>Rationale</b>	Springwood saw a decrease in this area from the previous year. In 17-18 we were at 37% and last year, 18-19, we are at 34%, a decrease of -3%. At 34% we are far below the district average of 47% and the state average of 53%. Our subgroups also showed dramatic decreases this year as well: students with disabilities (SWD) -2, black students (BLK) -10, and our students receiving frees and reduced lunch (FRL) -7.
<b>State the measureable outcome the school plans to achieve</b>	An increase in the lowest 25% in ELA from 34% to 70%.
<b>Person responsible for monitoring outcome</b>	Sylvia Myers (myerss@leonschools.net)
<b>Evidence-based Strategy</b>	Intensive and targeted interventions will be a priority. Wonders formative and summative assessments, AR, STAR, and iReady data will be used to help drive instructional decisions regarding interventions. Ready Books will be used in small group instruction to support students who require intensive comprehension intervention. These supplemental lessons will be provided by the classroom teacher (in grades 3-5). District developers will be available to provide professional development to teachers who will improve on and develop educational strategies that will help to reach the school's academic goals. Teachers will participate in administrative led data discussions on a monthly basis. These data meetings will focus on effective strategies to put in place to meet the needs of all learners with a focus on those students in the lowest 25%. Teachers will also be responsible for collaboratively planning standards driven, rigorous lessons with their teammates and the reading coach, for each week of instruction.
<b>Rationale for Evidence-based Strategy</b>	By providing the resources, data, and planning time, teachers will be able to target students who need intensive interventions. Instructional coaching from the district developers and the school based reading coach will provide the opportunities for teachers to have the professional development and support to make the desired gains. In addition, by identifying targeted students and closely monitoring their progress, we increase learning gains.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify the students in the lowest 25% at each grade level (3-5) and determine the growth necessary to have a learning gain and/or proficiency.</li> <li>2. Identify ELA standards that students struggled with the most on the FSA and address that gap instructionally.</li> <li>3. Develop targeted and intensive interventions.</li> <li>4. Teachers will work closely with the reading coach to develop appropriate and impactful instruction.</li> <li>5. Teachers will meet with administration to disaggregate data on a regular basis.</li> </ol>

**Person Responsible** Kaitlyn Mixon (mixonk@leonschools.net)

**#4**

**Title** Lowest 25% in Math

**Rationale** Although we did show an increase (+19) in the lowest 25% in Math from the previous school year, at 33% we are still far below the district average of 45% and the state average of 51%.

**State the measureable outcome the school plans to achieve** Our intended outcome is to raise the lowest 25% in Math from 33% to 70%.

**Person responsible for monitoring outcome** Sylvia Myers (myerss@leonschools.net)

**Evidence-based Strategy** Intensive and targeted interventions will be a priority. Acaletics will be taught daily with fidelity in grade 3-5. Go Math summative and formative assessments, STAR Math, and iReady data will be used to help drive instructional decisions regarding interventions. Ready Books will be used in small group instruction to support students with complex cognitive tasks. Supplemental lessons will be taught by the teacher in small groups. District math support will be provided, as well as, access to the math coach to develop educational strategies that target our students in the lowest 25%. Teachers will participate in administrative led data discussions on a monthly basis. Teachers will plan collaboratively to create standards based instruction that meets the needs of our students in the bottom 25%.

**Rationale for Evidence-based Strategy** By providing the resources, data, and planning time, teachers will be able to target students in the bottom 25% and provide the required intensive interventions. Instructional coaching from the district developers and the school based math coach will provide the opportunities for teachers to have the professional development and support to make the desired gains. In addition, by identifying targeted students and closely monitoring their progress, we increase learning gains.

**Action Step**

- Description**
1. Identify students in the lowest 25% at each grade level (3-5) and determine the growth necessary to a have a learning gain and /or proficiency.
  2. Identify math standards that students struggled with on the FSA and address the instructional gap.
  3. Develop targeted ad intensive interventions.
  4. Teachers will work closely with the math coach to develop appropriate and impactful instruction.
  5. Teachers will meet with administration to disaggregate data on a regular basis.

**Person Responsible** Sharima Hayes (hayess@leonschools.net)



## **Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## **Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

We will strive for parental involvement and volunteer hours to increase to 2500 hours for the 2019-2020 school year. We are building our PTO program with parents in Kindergarten and encouraging more teacher/parent communication. We will utilize a Parent Liaison to build stronger relationships with parents, families, and stakeholders.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Springwood Elementary has committed itself to being a home away from home for all students. In addition to our recruitment of community mentors and volunteers to work with our students. Staff members volunteer to work with students that have shown a need for assistance with social, behavioral, or academic skills. We also have a school guidance counselor, behavior specialists, a Positive Behavior Support Team, and an MTSS Multi-tiered System of Support Team that offers psychological screenings and support for students, teachers, and families as well. Improving attendance through the Response to Intervention team is one of the major school-wide initiatives for the 2019-2020 school year.

Springwood also partners with outside agencies, such as, New Horizons, to provide our students with additional counseling, mentoring and other pupil services.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Our kindergarten through 5th grade students have Media class where rules and procedures, as well as, lessons on areas of need are covered during special area. The topics covered include sharing, taking responsibility for their actions, the importance of following rules, and conflict mediation. Kindergarten students participate in the state FLKRS assessment to determine further academic needs. All parents are encouraged to become members of our SAC and PTO and stay in communication all year with teachers and the school. Students receive daily and weekly progress reports to provide information to parents regarding student behavior and school wide expectations. Teacher newsletters are sent home weekly/

monthly to keep parents abreast of the weekly academic goals so they can assist their children at home. Incoming Kindergarten students are screened over the summer by our K teachers to obtain more information to use when placing our incoming Kindergarten students. In addition, Kindergarten parents were provided with a Kindergarten Readiness booklet with helpful ways to assist their student over the summer and ways to enhance learning at home during the school year. Conferences to discuss student progress are scheduled with all parents in September. During the last 9 week period, our 5th grade teachers meet with designated staff from our feeder middle schools to discuss middle school requirements and answer questions from students. They help our students become more familiar with the expectations of middle school classes. In addition, we provide parents with an overview of the middle school curriculum and provide them with resource information they need.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The school Response to Intervention Team (RTI) focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Weekly meetings include reviewing student progress monitoring data and discussing strategies that best meet student needs and reviewing attendance data. Based on the evaluation of data and identification of needs, the team will identify the student resources and teacher resources needed. Rebecca Wert, Referral Coordinator, organizes the RTI meetings, the referral process, and gathers all necessary documentation for the meetings. She assists teachers with suggested strategies to meet student needs and assists parents needing additional information.

The Program Specialist participates in the collection, interpretation, and analysis of data, and facilitates the intervention plans. She assists with student placements in the ESE programs and advises school personnel on the least restrictive environments. Rebecca Istrail, School Psychologist, assists with student data collection, evaluation, interpretation and analysis of data, and facilitates the implementation of intervention plans. Mara Shows, Social Worker, provides resources for parents and students needing services at home and school.

A behavior specialist also works with our RTI team and teachers to help students in need of behavioral and or emotional interventions. Our ESE teachers provide information about interventions, instruction, and participate in student data collection.

Our general education teachers provide core instruction, participate in student data collection, and collaborate with other staff and parents to ensure implementation of Tier 1, 2, and 3 instruction and support. Our instructional coaches are Reading Coach, Kaitlyn Mixon, and our Math Coach, Sharima Hayes. Our parent liaison, Sandra Riggins, will work to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Teachers will advance college and career readiness in the following ways:

1. Teachers will meet regularly to collaboratively plan lessons. Teachers will discuss any misconceptions that students may have for the concepts being taught for that week and create standards based instruction. Teachers may also discuss how they will check for understanding as well as their plan for re-teach/interventions.
2. Teachers will model the proper use of the agenda book in the beginning on the first day of school. Teachers will have their own interactive notebooks that they will use as an example for students to refer to for clarity. Teachers will update their agenda book daily for the first month of school. After that time the book will be maintained as a reference for new students that may come throughout the year or for students who lose their agenda book and have to start a new one. Teachers will check agenda books/planners for accuracy daily during the first month of school and then two weeks after Winter break and two weeks before the end of the year. Students will be provided with a rubric in advance.
3. Teachers will engage in group activities with students to model all levels of questioning and thinking. During the first month of school, teachers will frequently have students participate in activities where they have to determine what level a question is.
4. Teachers model note taking skills across grade levels and share ideas on how to utilize the notes school wide.
5. Students will learn and recite the Springwood college creed.
6. An emphasis will be placed on institutions of higher learning.

### Part V: Budget

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: ELA Proficiency</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: ELA Learning Gains</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Lowest 25% in ELA</b>	<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Lowest 25% in Math</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>