

Springcreek Elementary School  
Title I Plan  
For FY19  
for  
Board Approval - June 26, 2018

## Title I Plan Components and Prompts 2018-19 School Year

1. Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.

The 2017-18 school year was the final year of our 3-year SMART School-Wide Goal. At the beginning of the 2018-19 school year, we will write our new SMART School-Wide Goal. During our preliminary goal-setting meetings, we have determined that we will focus on the following goal areas for a 2 year period -

**Literacy** – Vocabulary (using Building Vocabulary materials from Teacher Created Materials)

**Numeracy** – Math Vocabulary (using essential vocabulary from our district’s Math Pacing Guide)

**Social-Emotional Learning** – Developing a School-Wide Grade Level Team Buddy Program

### **SMART School-Wide Goal –**

80% of Spring Creek students will meet or exceed standards with a score of 75% or more in reading comprehension and writing by the school year 2017-18

Indicator 1 – Students will improve reading comprehension by focusing on Main Idea/Supporting Details in Grades K-2 and Making Inferences/Drawing Conclusions in Grades 3-5

Indicator 2 – Students in Grades 2-5 will improve in Word Study

Indicator 3 – Students will improve Writing in Grades K-5

Grade	Main Idea or Making Inferences	Word Study	Writing
Kindergarten	32% to 67%	N/A – Rdg. Horizons	46% to 72%
1 <sup>st</sup> Grade	47% to 81%	N/A – Rdg. Horizons	32% to 66%
2 <sup>nd</sup> Grade	26% to 67%	46% to 73%	43% to 68%
3rd Grade	32% to 68%	51% to 65%	47% to 61%
4 <sup>th</sup> Grade	35% to 62%	46% to 70%	38% to 58%
5 <sup>th</sup> Grade	48% to 88%	57% to 80%	24% to 62%

**PARCC Results –**

In analyzing the PARCC data for 2017, we have several areas of growth that we are pleased to observe –

PARCC Results – Grade Levels	ELA – Meets/Exceeds	ELA - Approached	Math – Meets/Exceeds	Math – Approached
Grade 3 - 2017	28	27	29	30
Grade 3 - 2016	35	22	18	36
Grade 4 - 2017	29	18	15	24
Grade 4 - 2016	37	29	21	27
Grade 5 - 2017	32	27	32	33
Grade 5 - 2016	29	30	32	32

PARCC Results	ELA – Meets/Exceeds	ELA - Approached	Math – Meets/Exceeds	Math – Approached
School - 2017	30	24	25	29
District - 2017	20	23	15	22
State - 2017	37	27	32	29
School – 2016	33	27	25	32
District – 2016	23	25	16	21
State - 2016	36	28	31	28

- 1) When looking at cohort group data over the past two years of PARCC, the data shows that one cohort group (5<sup>th</sup> graders in 2017 - 4<sup>th</sup> grade 2016) outperformed their Math scores for Meets/Exceeds by 11 points.
- 2) When looking at school vs. district data, our scores for 3<sup>rd</sup>-5<sup>th</sup> grade ELA and Math are 9-11 points above the district averages.
- 3) When looking at grade level scores from 2016-17, the scores for 3<sup>rd</sup> Math (18 up to 29), 5<sup>th</sup> ELA (29 up to 32), and 5<sup>th</sup> Math (32 – stayed the same) either rose or stayed the same as the prior year’s scores.

We also have several areas of challenge as we look to the coming 2018-19 school year –

- 1) When looking at grade level scores from 2016 to 2017, the scores for 3<sup>rd</sup> ELA (35 down to 28), 4<sup>th</sup> ELA (37 down to 29), and 4<sup>th</sup> Math (21 down to 15) all fell from the prior year’s scores.
- 2) When looking at state averages, we fall behind the state average by 7 points in both ELA and Math.

**MAP Reading –**

The following MAP Reading and Math data is attached –

MAP Data 2017-18: Student Growth by Classroom

MAP Data 2017-18: RIT Score Growth

When analyzing our MAP Reading data for the 2017-18 school year, we included our general education and bilingual (Spanish) classes together as a grade level team. Our school district has been phasing out our bilingual program at Spring Creek one grade level per year over the past few years. For the coming 2018-19 school year, we will only have grades 4-5 bilingual (Spanish) classes. We will address our achievement gap for all sub groups further into this document.

In the past, we have separated our bilingual student growth scores to take a closer look at our achievement gap in regards to our bilingual classes. This year, we decided not to separate the scores for the following reasons - 1) Grade level teams of both general education and bilingual teachers analyze student data and plan for instruction collaboratively as a team. 2) Many of the instructional resources used in the classroom are available in Spanish for instruction in the bilingual classrooms. 3) All teachers at Spring Creek are presented with the same Professional Development opportunities. 4) All instructional initiatives that were implemented school-wide this year were mandated for both general education and bilingual classrooms. 5) Our Title I funded tutors worked with students from both general education and bilingual classrooms who were targeted for additional reading instruction using Tier 2 and Tier 3 interventions.

Additionally, as we analyzed our MAP Reading Student Growth data, we noticed that scores for students meeting/exceeding their student growth goals was inconsistent from the fall to the winter to the spring testing windows. Only our Kindergarten met their student growth goals for Reading during each testing window. Grade 5 met their student growth goal for Reading during the Spring testing window. Growth goal attainment was shown sporadically in a number of individual classrooms, but not in any other grade level teams as a whole. We will have some “fierce conversations” concerning the following topics at the beginning the coming 2018-19 school year to see improved student growth goal scores –

- 1) Developing classroom climate in regards to testing performance
- 2) Building student ownership for test performance
- 3) Using student data to guide classroom instruction
- 4) Understanding and using the Learning Continuum to guide instruction
- 5) Using Edgenuity and Reading Horizons consistently
- 6) Developing differentiation methods to meet student learning needs
- 7) Establishing consistent testing practices

As we analyzed our MAP Reading RIT Score Growth, we noticed that Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades all exceeded the MAP norms for RIT Score Growth. Grades 3 and 5 met RIT Score Growth norms in our general education classes but not in our bilingual classes.

To gain some insight into our inconsistent scores, we will provide additional Professional Development with a MAP trainer during the coming school year – we want our teachers

to fully understand testing procedures, understand MAP reports for student scores/growth, and understand how to use MAP data and the Learning Continuum to plan for classroom instruction.

### **MAP Math –**

The following MAP Reading and Math data is attached –  
MAP Data 2017-18: Student Growth by Classroom  
MAP Data 2017-18: RIT Score Growth

When analyzing our MAP Math data for the 2017-18 school year, we included our general education and bilingual (Spanish) classes together as a grade level team. Our school district has been phasing out our bilingual program at Spring Creek one grade level per year over the past few years. For the coming 2018-19 school year, we will only have grades 4-5 bilingual (Spanish) classes. We will address our achievement gap for all sub groups further into this document.

In the past, we have separated our bilingual student growth scores to take a closer look at our achievement gap in regards to our bilingual classes. This year, we decided not to separate the scores for the following reasons - 1) Grade level teams of both general education and bilingual teachers analyze student data and plan for instruction collaboratively as a team. 2) Many of the instructional resources used in the classroom are available in Spanish for instruction in the bilingual classrooms. 3) All teachers at Spring Creek are presented with the same Professional Development opportunities. 4) All instructional initiatives that were implemented school-wide this year were mandated for both general education and bilingual classrooms. 5) Our Title I funded tutors worked with students from both general education and bilingual classrooms who were targeted for additional reading instruction using Tier 2 and Tier 3 interventions.

Additionally, as we analyzed our MAP Math Student Growth data, we noticed that scores for students meeting/exceeding their student growth goals was inconsistent from the fall to the winter to the spring testing windows. Only our Kindergarten and 5<sup>th</sup> grade level teams met their student growth goals for Math during each testing window. Grade 5 met their student growth goal for Reading during the Spring testing window. Growth goal attainment was shown in two other individual classrooms, but not in any other grade level teams as a whole. We will have some “fierce conversations” concerning the following topics at the beginning the coming 2018-19 school year to see improved student growth goal scores –

- 1) Developing classroom climate in regards to testing performance
- 2) Building student ownership for test performance
- 3) Using student data to guide classroom instruction
- 4) Understanding and using the Learning Continuum to guide instruction
- 5) Using Edgenuity and Reading Horizons consistently
- 6) Developing differentiation methods to meet student learning needs

7) Establishing consistent testing practices

As we analyzed our MAP Math RIT Score Growth, we noticed that Kindergarten was the only grade level to exceed the MAP norms for RIT Score Growth. Grade 5 met RIT Score Growth norms in our general education classes but not in our bilingual class.

To gain some insight into our inconsistent scores, we will provide additional Professional Development with a MAP trainer during the coming school year – we want our teachers to fully understand testing procedures, understand MAP reports for student scores/growth, and understand how to use MAP data and the Learning Continuum to plan for classroom instruction.

**Achievement Gap –**

In collecting data for identifying our sub-groups and corresponding achievement gaps, we selected to use data from the Illinois Report Card showing school, district, and state comparisons.

<b>Illinois Report Card 2017 – Achievement Gap</b>						
The persistent difference in academic performance between different ethnic and racial groups, income levels, gender, and special student groups.						
	Male – Female	Low Income	Black – White	Hispanic – White	Black – Hispanic	IEP – Non IEP
School	-6	-10	-27	-24	-4	-31
District	-4	-13	-23	-17	-6	-16
State	-6	-27	-26	-20	-7	-27

We also selected MAP Growth data using RIT Scores as the comparison for all of the sub-groups highlighted in the chart below. RIT Scores pinpoint where instruction for these sub-groups can begin and proceed onward. This data can assist teachers with planning instruction and specific skills interventions in the classroom.

<b>MAP Growth 2017-18 – RIT Scores by Reading and Math</b>						
Sub-Groups	Composite	Female	Male	White	Black	Multi-Racial
Kdg. Rdg.	163.1	165.7	160.2	164.5	160.8	156.8
Kdg. Math	165.2	167.0	163.4	167.1	161.3	159.6
1 <sup>st</sup> Reading	180.5	180.7	180.1	183.2	No Group	No Group
1 <sup>st</sup> Math	181.0	179.4	184.6	184.3	No Group	No Group
2 <sup>nd</sup> Reading	189.7	192.4	187.5	190.5	No Group	191.3
2 <sup>nd</sup> Math	193.2	190.7	195.3	196.2	No Group	189.1
3 <sup>rd</sup> Reading	200.0	200.6	199.6	203.4	No Group	195.6
3 <sup>rd</sup> Math	200.1	200.6	199.8	202.7	No Group	197.4
4 <sup>th</sup> Reading	198.6	200.5	196.9	206.8	191.7	194.9
4 <sup>th</sup> Math	203.4	203.7	203.2	211.1	194.4	201.4

5 <sup>th</sup> Reading	207.5	207.7	207.3	2216.7	184.5	206.7
5 <sup>th</sup> Math	216.6	215.1	218.3	225.9	193.9	214.4

It is disheartening to see the achievement gaps that exist for our Black and Multi-racial sub-groups. This presents a challenge for our staff to be alert to closing these achievement gaps by presenting instruction and interventions specifically targeted for students in these two sub-groups.

**K-12 Insight Parent Focus Group Pilot –**

Spring Creek participated along with six other elementary schools in the district in a pilot program to obtain input from a representative group of parents in grades K-5. The parents were selected by our classroom teachers as representatives of each classroom. Our intent was to select a group of parents that represented the demographics of our school. We had 21 parents attend the focus group meeting with Dr. David Blaiklock from K-12 Insight. The findings were as follows –

- 1) Parents liked the Spring Creek staff, appreciating their care and investment placed in their students. The teachers display professionalism and are willing to collaborate with parents to meet student needs.
- 2) Parents said that instruction is well-planned and holistic, in that it connects instruction from grade to grade. Teachers communicate student progress, working hard to support struggling students. Parents felt that the school is good at supporting struggling students, but needs to make progress in challenging higher level students who did not test into the district’s gifted program. Parents were not happy with the standards-based grading system in our district’s elementary schools – they believe it has a negative impact as students transition to middle school and a different grading system.
- 3) Parents shared that the principal creates a warm and welcoming environment where problems are easily solved. The principal builds good relationships with students. Parents were concerned that often is called away from the building to attend off-site meetings.
- 4) Parents want to be more involved at school during the school day. They are lacking information about how they can be involved. Parents believe that the school is hesitant in having parent volunteers out of concern for classroom disruptions in the learning environment or a compromise in student safety.
- 5) Parents gave school safety an excellent rating. Parents expressed wanting to know the details of any needed lockdowns as soon as possible. They understood the need to focus on the emergency and the need for confidentiality, but they want to know as much as possible as soon as possible. They want to be able to fully discuss the incident with their children. There was concern raised about building accessibility during after-school hours’ activities.
- 6) Parents expressed that bullying has become a very broad term and used to freely in conflicts between students. A suggestion was given to break “bullying” down into its behavior components and deal with those as they occur. Parents raised concerns

about safety in the parking lot during drop-off and pick-up. There is a concern about entering the school from and exiting the school onto Spring Creek Road.

These survey results were received at the very end of the 2017-18 school year, so the results will be discussed at the first Leadership Team meeting to begin the 2018-19 school year.

**Spring Creek’s Employee Engagement Survey -**

This fall, the school district did not administer the 5 Essentials Survey for school staff members to complete. Instead a new survey tool was introduced, The Employee Engagement Survey. The survey contained questions regarding both individual school climate and district satisfaction. From the results of the survey, our Leadership Team examined the responses regarding our local building climate. The following areas of our school climate seemed to be most in need of consideration and action by our Leadership Team –

- 1) Teacher influence on the decisions in the school
- 2) Teachers receiving recognition and appreciation
- 3) Staff morale
- 4) Mutual respect and trust
- 5) The value of PLC and PD Meetings

The Leadership Team chose to give a second follow-up survey on these five areas of concern. The second survey not only asked the individual teacher to rate the question with a numerical value but asked that comments be given sharing his/her perspective. The Leadership Team was able to review the second survey to get a fuller picture of areas where improvement is needed to build our school’s professional climate amongst staff.

**School Climate Dashboard -**

Our school’s Climate Dashboard for this school year showed a total of 67 referrals submitted – 31 minor referrals, 33 office referrals, 3 out-of-school suspensions. The chart below shows the reduction in referrals from last school year (2015-16) to the current school year.

<b>Location</b>	<b>2016-17</b>	<b>2017-18</b>
Hallway	4	5
Playground	11	8
Classroom	16	13
Bus	30	88
Cafeteria	0	0
Gymnasium	5	5



We attribute our reduction in discipline referrals to our consistent implementation of the following:

- 1) School-wide implementation of PBIS expectations – use of PBIS Boot Camp to start the year and after return from Winter Break, Check-In/Check-Out procedures, PBIS monthly classroom celebrations, PBIS matrices.
- 2) Daily Morning Meeting to start the day in the Gym – sharing PBIS expectations, teaching character education mini-lessons, recognizing student achievement, addressing school-wide concerns with behavior
- 3) School-wide implementation of Second Step – direct teaching of social-emotional learning standards at each grade level

We attribute the rise in bus referrals to the following:

- 1) Yearly, there is a turnover of bus drivers at Spring Creek. The district is very fluid with allowing bus drivers to move from school to school.
- 2) This school year, we experienced a larger than usual number of substitute bus drivers due to three medical leaves and one mid-year retirement by our bus drivers.

2. List other special or support programs offered at your school.

Our school is currently using several special support programs that we will continue or improve upon. Support programs during the day include but are not limited to Second Step, Title I Tutors, PBIS, Safety Patrols, Student Ambassadors, Student Council, Eagle Express Mail Service, and Reading Program Volunteers from Rockford Reads as well as other Community Volunteers. After school activities include but are not limited to Chess Club, Boy Scouts, Y-Care, Crossroads Kids, Athletic Programs – soccer and basketball, Science Olympiad.

During the coming 2018-19 school year, we will design and implement an extended-day program to offer additional tutoring services to struggling students. Our plan calls for a morning Breakfast Club (7:00-7:45 AM) and an afternoon After-School Club (2:15-3:00 PM) to operate 3-4 days per week. The purpose of the club is to offer selected students the opportunity to have their day extended by 45 minutes for continued focus on strategic skills interventions. Students will be identified for the program by MAP and Reading Horizons data, along with teacher recommendations. Students with significant achievement gaps when compared with their grade level peers will be recruited for either of the two programs. The program will provide tutoring using the following instructional materials, which include, but are not limited to Reading Horizons for Kdg-2nd grade students and Edgenuity for all students in Kdg-5th grades. The program depends on the availability of certified teachers who are willing to tutor/facilitate in this program and the availability of Title I funds to pay the tutors for the number of hours necessary to operate this extended-day program.

Our school promotes positive behavior through the use of PBIS and Second Step programs. These support programs are crucial to developing a positive social/emotional climate in our building. With these programs, students learn to utilize practical problem solving skills that will benefit their daily lives inside and outside of the school environment.

Our Student Council, Student Ambassadors, and Safety Patrols not only exemplify student leadership, but they promote our school-wide expectations for respect, responsibility, and safety. In addition, these programs provide students with an opportunity to build confidence, compassion, and a sense of ownership at Spring Creek School. Additionally, the Eagle Express Mail Service advocates for a positive school environment as students independently write letters/notes/cards that are delivered to students and staff throughout the building.

Our school has an active PTO that offers varied activities before, during and after our school day. These activities are an integral part of enhancing the climate at Spring Creek. Some of our PTO activities include but are not limited to Moments with Mom and Donuts with Dad, Dr. Seuss Café, Mother/Son and Father/Daughter Dances, Fall Movie Night, classroom field trips, and other social events.

We would like to continue with our current special events/programs. There are several programs that we would like to add including but not limited to Lego Club, which connects to Robotics in Middle and High Schools. We would like to add a Family Book Club to promote the home connection with reading - authentic discussion about a shared text.

3. Describe schoolwide improvement or reform strategies in narrative forms, to include:
  - a. Opportunities for all students, including each of the subgroups
  - b. Methods and strategies to strengthen and enrich the program
  - c. Ways to address students' needs, especially those at risk of failing

Our school-wide improvement and reform strategies include many opportunities for all students, including each subgroup represented in our school. To meet the needs of all students, we currently implement strategies to improve classroom instruction in the areas of Literacy according to our school-wide SMART goal. These strategies include but are not limited to, instruction using Vocabulary, Words Their Way, Units of Study Writing, purchase of materials to support instruction with main ideas/supporting details and making inferences/drawing conclusions. Our school also utilizes computer software packages to enhance student growth, including but not limited to, Reading Horizons, Edgenuity, Reading A-Z, RAZ Kids. Our staff has implemented the use of reading logs, assignment books, and home communication folders to connect parents with the classroom instruction received by their children. Our parent involvement initiatives are designed for access by all families in our school. We host activities and events including

but not limited to, Parent Café, Spooky Reading Night, Family Math and Science Night, College and Career Day, Field/Fine Arts Day and Music programs with integration of Art and Physical Education.

Our school's student population consists of various subgroups of students – White, Black, Hispanic, Low Income. We are constantly aware of the achievement gap that exists between these subgroups. We have sought to strengthen our Tier I classroom instruction through targeted, job-embedded professional development opportunities for teachers. Classroom teachers have developed Tier 2 classroom interventions delivered within their classrooms for students struggling with skills mastery in Literacy and Numeracy. We have built a system of MTSS interventions which includes student identification, tutoring services at Tier 2 and 3 levels, student progress monitoring, and analysis of student data. We continually look for opportunities to improve intervention services for our students.

During the coming 2018-19 school year, we will design and implement an extended-day program to offer additional tutoring services to struggling students. Our plan calls for a morning Breakfast Club (7:00-7:45 AM) and an afternoon After-School Club (2:15-3:00 PM) to operate 3-4 days per week. The purpose of the club is to offer selected students the opportunity to have their day extended by 45 minutes for continued focus on strategic skills interventions. Students will be identified for the program by MAP and Reading Horizons data, along with teacher recommendations. Students with significant achievement gaps when compared with their grade level peers will be recruited for either of the two programs. The program will provide tutoring using the following instructional materials, which include, but are not limited to Reading Horizons for Kdg-2<sup>nd</sup> grade students and Edgenuity for all students in Kdg-5<sup>th</sup> grades. The program depends on the availability of certified teachers who are willing to tutor/facilitate in this program and the availability of Title I funds to pay the tutors for the number of hours necessary to operate this extended-day program.

Our school addresses our students' diverse needs by providing accommodations for students struggling with academic and social-emotional deficits. Our school has established, but is not limited to, implementation of PBIS, which includes Check-In and Check-Out and Social Groups, Second Step, Peer Mentoring, Progress Monitoring in the form of student data binders. Computer programs, including, but not limited to Edgenuity, Prodigy, and RAZ Kids are used for differentiation for students' self-paced, self-directed learning. Our students that are performing below grade level expectations are offered Tier 2 and/or Tier 3 tutoring interventions within the classroom by the teacher and by our Title I Tutors and volunteers. To provide a collaborative school climate, students have opportunity for social interactions with their peers during lunch/recess, during specials (Art, Music, PE), during in-class Turn and Talk, during small group and partner learning opportunities in the classroom.

4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.

Our school has three self-contained, specialized, special education classrooms that have a strong need for social/emotional support services. In addition, our general education population, including students who receive special education services, also benefit from these services. Students without Special Education eligibilities or 504 Plans can access these same services with a recommendation from our Problem Solving Team or a parent request. These services include, but are not limited to, School Psychologist and/or Social Worker Social Skills Groups, Second Step, PBIS, Check-In/Check-Out, Title I Tutors, Volunteers/Rockford Reads, Peer Mentoring, Student Council, Morning Meeting, Mentoring, Peer Mediation, and Talk It Out. The School Psychologist and Social Worker meet with targeted groups of students working on skills such as anger management, peer relationship skills, grief counseling, divorce, etc. Our school utilizes the Second Step program as a Tier 1 intervention to directly address the social/emotional learning standards. This program can also be used as a Tier 2 intervention for problem solving within the classroom/school setting. The use of PBIS expectations has benefited our students by teaching school-wide behavioral expectations. Check-In/Check-Out, as a part of PBIS, is used as an intervention for students in need of a Tier Two behavioral intervention. Title I Tutors and Volunteers/Rockford Reads provide our students with mentoring support, along with the academic support. Morning Meeting promotes a positive school-wide climate as well as teaching school-wide expectations, character education, and a sense of community within the school setting. Our school uses a peer mediation/Talk It Out system for problem solving amongst students - these tools can be applied across life experiences and situations.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.

Our school raises awareness of post-secondary education and career opportunities for our students through activities, including, but not limited to college presentations by teachers, career presentations by parents and community members – College and Career Day, Veterans Day assembly, Guilford High School Academy visits/presentations, Student Ambassadors, high school holiday band concert, Instrument Petting Zoo, Safety Patrol visits to the Justice Center, MAP Assessment indicator for college readiness, middle school counselor visits, 5th Grade Shadow Day at our local middle school, and 5th grade “mock middle school schedule” during the last weeks of the school year. In the future, we would like to add information for students, parents, and community to our website, promoting post-secondary education and career awareness.

Our school raises awareness of post-secondary education and career for our parents through activities including, but not limited to career presentations by parents and community members – College and Career Day, Veterans Day Assembly, MAP Assessment indicator for college readiness, Parent/Teacher Conferences. Our plans in the future include Parent Cafés directed toward promoting awareness of post-secondary education and career readiness with a distribution of materials/resources for information purposes. In the future, we would like to add information for students, parents, and community members to our website promoting post-secondary education and career awareness.

Our school raises awareness of post-secondary education and career awareness for our community through activities including, but not limited to career presentations by parents and community members – College and Career Day, Veterans Day Assembly, Student Ambassadors, Safety Patrol visit to The Justice Center, and our volunteer/Rockford Reads programs. In the future, we would like to explore more community involvement within the building through local high school and college visits to our school. We would like to add information for students, parents, and community members to our website promoting post-secondary education and career awareness.

To maintain and to improve upon this aspect of the school environment and instructional plan, Title I funds will be allocated for expenditures including, but not limited to, programs, technology, resources, supplies, staff, and professional development.

6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

We have a strong MTSS (RtI Intervention) program – a structured, well-developed program for addressing our students' academic and social-emotional needs. The program begins with our classroom teachers analyzing data to target students in need of academic and/or social-emotional interventions. Our Title I tutors then group the students according to skills groups. The tutors utilize materials, including, but not limited to, Leveled Literacy Intervention (LLI) kits, Words Their Way, Phonics for Reading, Math Navigator, Pearson My Sidewalks, Zoom-In, Focus, and Common Core Support Coach. Our Problem Solving Team (PST) meets bi-weekly to address teacher concerns with academic and behavioral interventions and needed support for students. We have successfully implemented a school-wide PBIS program, including, but not limited to, Boot Camp Kick-Off, monthly classroom celebrations, weekly drawings, End-of-Trimester Assemblies, and End-of-Year Prize Celebration. We also use Check-In/Check-Out procedures as an intervention for students needing more social-emotional and/or behavioral support. The School Psychologist and Social Worker schedule and conduct interventions with targeted groups of students working on skills such as anger

management, peer relationship skills, grief counseling, etc. Our school utilizes the Second Step program and PBIS Cool Tools as Tier 1 interventions in the classroom to address the social/emotional standards. Second Step and PBIS Cool Tools can also be used as a Tier 2 interventions to problem solve within the classroom/school setting. We have three self-contained special education classrooms for students with Autism in which we attempt to mainstream students into the general education classrooms as much as possible. We also integrate monolingual and bilingual students in our specials classes (Art, Music, PE), lunch/recess, and other various school activities.

During the coming 2018-19 school year, we will be implementing a school-wide class Buddy Program. Students will be paired together as follows – Kdg with 3<sup>rd</sup> grade, 1<sup>st</sup> grade with 4<sup>th</sup> grade, 2<sup>nd</sup> grade with 5<sup>th</sup> grade. The sponsoring teachers for each Buddy Class pairing will plan activities for their classes to share. Activities will be Literacy-based, Math-based, or based on a Social-Emotional Learning Standard. Buddy Class pairings will meet at least once a month during the school year.

7. Describe any activities regarding professional development to improve instruction and use of data.

In regards to Professional Development of staff at Spring Creek School, teachers have had opportunities, including but not limited to, Teacher to Teacher Classroom Visits, SMART Classroom Share-Outs, Grade Level Boot Camps, Summer Grade Level Team Planning Day, MAP Assessment trainings, Words Their Way, Units of Study, Running Records, Vocabulary, Chrome Books, Google Docs, ALICE. For future PD opportunities, teachers are interested in adding training on integration of instructional practices for ELL students in our monolingual classrooms, Reading Horizons (K-2/ELL Teacher), Chrome Books using the variety of Google applications, Edgenuity, Integrated Literacy incorporating Science and Social Studies Cross-Cutting Concepts.

Determining factors for providing staff Professional Development opportunities include but are not limited to 1) supporting our 2-year Continuous Improvement SMART Goals for Vocabulary, 2) implementing district and school initiatives – academic and social/emotional, 3) offering Tier 2 and Tier 3 level MTSS interventions, 4) increasing the integration of technology into the classroom, 5) collaborating on vertical alignment of instruction across the grade levels, 6) fulfilling state-mandated staff trainings.

8. Describe any activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program.

Our school assists the preschool transition from Early Childhood programming to the Kindergarten classroom through activities including, but not limited to Open House/Parent Information Meeting, Linking Meetings with Preschool staff meeting with

our itinerants and Spring Creek staff members, welcome packet of school information, school tours. In the future, we would like to pre-screen future kindergarten students at our facility to determine readiness and areas of student need, a Kindergarten Parent Information Night, update our website with information for future families and community members, and written communication to parents, which outlines expectations for kindergarten readiness and additional relevant information.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

At Spring Creek, certified, qualified, and effective teachers are hired and retained. Ensuring the retention of strong instructors includes, but is not limited to, ELN Trainings/EdLeaders Network, PLC Meetings, PD Opportunities, Teacher Evaluation procedures, Student Growth Goals, Bilingual staff trainings, Teacher to Teacher Classroom Visits, certified tutors. Spring Creek has a history of teacher stability (limited staff turnover) – teacher vacancies usually occur due to retirements or loss of position/program allocations. A large majority of our teachers have one or more master’s degrees with additional hours of coursework in higher education. This upcoming school year, Spring Creek added staff, including a full-time positions with an ESL teacher and an Instructional Coach. In the coming 2018-19 school year, we will add additional part-time PE and Art allocations, an additional SpEd Resource teacher, and an assistant principal. Collaboration with these new support staff members will improve student achievement and classroom instructional effectiveness.

To maintain and to improve upon this aspect of the school environment and instructional plan, Title I funds will be allocated for expenditures including, but not limited to, programs, technology, resources, supplies, staff, and professional development.

10. Describe any activities and/or approaches to support homeless children and youth.

In order to address the needs and give necessary support to our homeless students, Spring Creek has adopted programs which include, but are not limited to, a uniform closet that provides free uniforms, free breakfast and lunch, fee waivers for registration fees, field trips, sports, etc. Spring Creek provides students in need with school supplies to start the school year. As winter weather approaches, our school provides socks, hats, gloves/mittens, scarves, coats, boots from community groups who conduct drives for these needed items. Students and families have access to the services of our truancy officer, the FIT program (Families in Transition), and a dental program. Spring Creek provides a space for the following programs that promote positive social emotional growth for our students, including but not limited to, Y-Care, Crossroads Kids, Chess Club, Boy Scouts, Lego League.

In order to further promote the emotional well-being of our homeless students, we see the benefits of expanding the availability of our school social worker and school psychologist for working with small groups of children on targeted social-emotional concerns. In the future, we would like to train our staff, and then assign a staff member as our “go to” person who would share the resources available to families that need community support for social-emotional concerns.

11. Describe any activities and/or approaches to engage parents in their child’s education and school.

At our school, we use a variety of activities/approaches to engage parents in their child’s education. The goal of these special programs is to continuously improve student growth as well as build a sense of community within our school. These activities include but are not limited to PTO, Parent Café, Communications (school website, newsletters, marquee, Remind app, email, daily planners, homework folders, personal contacts), Music/Art Programs, Family-friendly events, Father/Daughter & Mother/Son Dances, Dine Around Town, Athletic Events, and Moments w/ Mom, Donuts w/ Dad.

Some of our family events that we would like to maintain and improve upon, include but are not limited to, Spooky Reading Night, Family Math/Science Night, College and Career Day. These events bolster family confidence to assist their children with Reading and Math/Science activities at home. Additionally, our grade level Music/Art Programs and Field/Fine Arts Day encourage parent involvement and build a sense of community in our school. As children engage in fine arts activities, they apply math, reading, science, and social studies content in real world applications.

Our school’s Spooky Reading Night event is incredibly successful as witnessed by the high numbers of families attending. Families enjoy interacting with other families, as well as visiting classrooms with teacher readers. This event allows teachers to model appropriate phrasing and fluency in a fun, non-threatening manner. It promotes interaction, participation, comprehension, and enthusiasm for reading.

We would like to add family events, including but not limited to, Open Library and Family Book Clubs to strengthen family involvement with their children’s academic growth. Open Library and Family Book Clubs have the potential to bring parents into our school and allow them to interact with their students in meaningful ways. Educating parents on picking appropriate books for their children could be beneficial both at school and at home. These interactions allow parents/guardians to connect to their students’ academic progress/goals. In addition, these events would allow families to connect with each other and further build our sense of school community.



To maintain and to improve upon this aspect of the school environment and instructional plan, Title I funds will be allocated for expenditures including, but not limited to, programs, technology, resources, supplies, staff, and professional development.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

As our Leadership Team analyzed data from our Quality Peer Review and our 5 Essentials Survey, we are aware of the lack of engagement with our parents in school policy and program development and with decision-making in the school. Past practice has involved parent input from our PTO members and from our teachers who have children in our school. Our Leadership Team has determined that developing a plan for stakeholder engagement is a high priority for the coming school year. We feel that we are strong in communicating school policies, programs, and events to our parents, but we see that we have an immediate challenge with engaging our stakeholders.

That being said, we will begin the school year with stakeholder engagement as a priority task for our Leadership Team to address. We will conduct research and contact schools to see what is working in their schools to successfully engage stakeholders in the school setting. From the information that we gather, we will then develop a plan to involve our parents and other community stakeholders, eliciting their input on the decision-making aspects for improving our instructional plan and school climate.