

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	Position	Name
1.	Principal	Alyson Perrin
2.	Teacher	Courtney Lewis
3.	Parent/Guardian	Leigh Ann Knierim
4.	Community Member	Barbara Geoly
5.	School Improvement Council	Stephen Gilbert
6.	Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Position	Name
<u>PTO President</u>	<u>Brandy Jones</u>
<u>Case Manager</u>	<u>Kim McLaughlin</u>
<u>Instructional Specialist</u>	<u>Kathy West</u>
<u>Guidance Counselor</u>	<u>Mary Ann Wingard</u>
<u>Parent</u>	<u>Jodie Shelley</u>
_____	_____

* **REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL RENEWAL PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the principal, attest that the district complies with all applicable Act 135 requirements.

- Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

- Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

- Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

- Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

- Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

- Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.



Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.



Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).



Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.



Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.



Developmentally Appropriate Curriculum for PreK-3

The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.



Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and

identify potential developmental delays in preschool children by offering developmental screening.



Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Dr. Darrell Johnson

Signature of Superintendent

Date

Alyson Perrin

Signature of Principal

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS (Mandated Component)

The comprehensive needs assessment completed by Springfield Elementary School addressed the following areas: (1) Student Achievement, (2) Teacher Quality, and (3) School Climate. For each of these areas, a plan of action has been developed for improvement. Data from a variety of sources such as the school and district report cards, test results from district and state tests, various surveys, and faculty input was used.

Student Achievement

Student Achievement data from the past five years was analyzed and used to create action plans for English/Language Arts and Mathematics. The data came from MAP results for grades 1-5 and from PASS test results for grades 3-5. The data provided information for each grade level as well as for subgroups of ethnicity, gender, socio-economic level, and disability. The data indicates a need to move students out of the Not Met category. It also showed that we need to close the gap among subgroups.

Demographics play an important role in improving the student achievement at Springfield Elementary. Fifty-six percent of our students are from minority ethnic groups, approximately 12% have limited English language proficiency, and 60% of our student population receives free/reduced lunch.

Data from standardized tests shows that Springfield is faced with the challenge of addressing performance gaps among our students. These gaps exist across grade levels between students of various ethnic backgrounds, students who are/are not disabled, and students that pay full/free/reduced price for lunch. By 2015-16, we are projecting that 100% of our students in grades 3-8 will meet standard in ELA and Math as measured by the PASS assessment.

Teacher/Administrator Quality

Springfield will recruit and retain high quality, technologically competent and diverse personnel needed to implement the district's mission as measured by the State Department Accreditation Report and Computer Proficiency Report, NCLB criteria and the district's retention rate.

In the area of Teacher/Administrator Quality, the following needs were identified:

1. All continuing contract teachers will implement instruction with appropriate and effective technology.
2. Teacher training in the use and implementation of research based instructional strategies will be provided.

School Climate

There are two performance goals that are being addressed by Springfield Elementary that relate to School Climate. Those goals are:

1. Springfield Elementary School will begin to implement the Positive Behavioral Interventions and Supports (PBIS) to foster safe learning environments that promote positive behaviors and attitudes as measured by a 10% decrease in the number of student discipline referrals.
2. Springfield will increase community/parental involvement and communication as measured by participation and documentation of activities and events.

MISSION, VISION, VALUES, AND BELIEFS (Optional)

MISSION

The mission of Springfield Elementary School is to engage our students in learning for success.

VISION

The vision of Springfield Elementary School is to educate today's students for tomorrow's world.

BELIEFS:

1. Children are our focus.
2. Educational success is the shared responsibility of students, families, and our school community working together.
3. Children learn best when basic human needs are satisfied.
4. Everyone is entitled to respect, encouragement, a safe and nurturing learning environment, and appropriate educational facilities.
5. All students learn best with, and deserve, quality instruction that addresses individual needs and provides appropriate support services and establishes high expectations.
6. Learning is a lifelong process that improves the quality of life.
7. Dedicated, highly qualified and highly effective teachers and other staff are essential and valuable assets in educating our children.

DISTRICT STRATEGIC PLAN FOR Springfield Elementary School
Performance Goal Area:

DATE: May 2010

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (desired result of student learning)

By 2015-16, 100% of our students in grades 3-8 will meet standard in ELA and Math as measured by the PASS assessment.

INTERIM PERFORMANCE GOAL:

By 2010-2011, 81.2% of students in grades 3-8 will meet standard in ELA.
 By 2010-2011, 74.8% of students in grades 3-8 will meet standard in Math.

DATA SOURCE(S):

PASS data, enrollment data, observation data, guidance survey results, staff development results, AIMSweb data, MAP data, common formative assessments, enrollment/achievement data for choice options and teacher evaluation information.

*2010 data is used.

OVERALL MEASURES:	* Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
PASS Grades 3-8 ELA	81.2	84.3	87.4	90.5	93.7	96.8	100
PASS Grades 3-8 Math	74.8	79.0	83.2	87.4	91.6	95.8	100

* Represents projections of improvement

ACTION PLAN for Student Achievement					EVALUATION
<u>STRATEGY: #1</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Monitor</u> Completed Yes/No
Utilize professional learning community structures at all levels to improve academic success.					
1.1 Continue to conduct weekly Professional Learning Community Meetings.	August 2010- May 2016	Leadership Team Teachers			
1.2 Analyze common assessment data in grade level teams	August 2010- May 2016	Grade Chairs			
1.3 Analyze MAP and AIMS Web Data to provide assistance to students not meeting performance goals	August 2010- May 2016	Leadership Team Teachers			
1.4 Continue attending district grade level meetings	August 2010- May 2016	Classroom Teachers			

ACTION PLAN for Student Achievement					EVALUATION
STRATEGY: #2 Increase student achievement through enriching and engaging lessons	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Monitor</u> Completed Yes/No
2.4 Continue using the Balanced Literacy Approach for Language Arts Instruction	August 2010- May 2016	Teachers			
2.5 Continue following district Language Arts and Math Curriculum Maps	August 2010- May 2016	Teachers			
2.6 Develop, refine, and administer common assessments based on timelines established in pacing guides	August 2010- May 2016	Teachers			
2.7 Continue to develop and refine Testing as a Genre (TAG) strategies in grades 2-5	August 2010- May 2016	Teachers			
2.8 Utilize research-based strategies to plan and implement differentiated instruction	August 2010- May 2016	Leadership Team Teachers			
2.9 Utilize computer based programs to supplement math and reading instruction	August 2010- May 2016	Teachers Lab Teacher			
2.10 Continue to implement a year-long writing program	August 2010- May 2016	Teachers			

2.11 Provide students with daily/weekly systemic review of math standards	August 2010-May 2016	Teachers			
2.12 Continue with student-led conferences	August 2010-May 2016	Teachers			
2.13 Implement an intervention process that emphasizes positive behavior	August 2010-May 2016	Teachers			

ACTION PLAN for Student Achievement					EVALUATION
<u>STRATEGY: #3</u> Continue to implement and refine a systemic approach to analyzing data	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Monitor</u> Completed Yes/No
3.1 Continue to use a pictorial representation of students' MAP/Running Record data	August 2010- May 2016	Teachers			
3.2 Continue to disaggregate PASS, MAP, and AIMSweb data to determine strengths and weaknesses of subgroups and at risk students to differentiate instruction for reading and math	August 2010- May 2016	Teachers			

DISTRICT STRATEGIC PLAN FOR Springfield Elementary School

DATE: May 2010

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
(desired result of student learning)

By 2015-16, Springfield will recruit and retain high quality, technologically competent and diverse personnel needed to implement the district’s mission as measured by the State Department Accreditation Report and Computer Proficiency Report, NCLB criteria and the district’s retention rate.

INTERIM PERFORMANCE GOAL:

The percentage of continuing contract teachers that implement instruction with appropriate and effective integration of technology will increase by two percentage points.

DATA SOURCE(S):

Principal, Teacher Technology Survey

OVERALL MEASURES:	* Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	93.2	95.2	97.2	99.2	100	100	100

* Represents projections of improvement

ACTION PLAN for Teacher/Administrator Quality					EVALUATION
<u>STRATEGY: #1</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Monitor</u> Completed Yes/No
Demonstrate and utilize technology in the planning and implementation of classroom instruction.					
1.1 Provide professional development training for faculty in all areas of technology that pertain to the district/state proficiency evaluation instrument	August 2010 – May 2016	Leadership Team OSTS Teacher Technology Leader			
1.2 Indicate use of technology in weekly lesson plans	August 2010 – May 2016	Teachers			
1.3 Develop and maintain updated class web page	August 2010 – May 2016	Teachers			
1.4 Update technology hardware and software	August 2010 – May 2016	Principal	\$10,000 (to be determined annually)	General funds	
1.5 Provide professional development training for new technology acquired by the school	August 2010 – May 2016	Leadership Team OSTS OCS	\$4000	General fund	
1.6 Identify and purchase resources to support teachers in using technology as an instructional tool	August 2010 – May 2016	Principal, Media Specialist, Instructional Specialist	\$500	General funds PDSI	

ACTION PLAN for Teacher/Administrator Quality					EVALUATION
<u>STRATEGY: #2</u>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Monitor</u> Completed Yes/No
Provide teacher training in the use and implementation of research based instructional strategies					
2.1 Provide instructional development in research based instructional strategies	August 2010 – May 2016	Principal Instructional Specialist District Coach	\$2000 annually	District funds PDSI funds Title I funds School funds Grant funds	
2.2 Conduct weekly grade level meetings focused on specific areas of instruction and data analysis	August 2010 – May 2016	Principal Instructional Specialist Grade Level Chair			

DISTRICT STRATEGIC PLAN FOR Springfield Elementary School

DATE: May 2010

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
(desired result of student learning)

Springfield Elementary School will begin to implement the Positive Behavioral Interventions and Supports (PBIS) to foster safe learning environments that promote positive behaviors and attitudes as measured by a 10% decrease in the number of student discipline referrals.

INTERIM PERFORMANCE GOAL:

Springfield Elementary School will decrease the number of student referrals by 10% by 2011-2012.

DATA SOURCE(S):

Monthly reports indicating the number of student discipline referrals from the SWIS data base will be shared with the Springfield faculty.

OVERALL MEASURES:	* Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	500 referrals	450	405	365	329	296	266

* Represents projections of improvement

ACTION PLAN for School Climate					EVALUATION
<u>STRATEGY:</u> #1	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Monitor</u> Completed Yes/No
Provide activities for PBIS and character development					
1.1 Provide Tier I training for PBIS Leadership Team.	Summer 2010 Ongoing	District			
1.2 Provide PBIS Tier I training for all school staff.	2010-2016	PBIS Leadership Team			
1.3 Use SWIS as a behavior management system to provide all 9-week behavior data.	2010-2016	Principal Instructional Specialist Data Clerk	\$250 annually	School Funds	
1.4 Emphasize school-wide rules of respect and responsibility	2010-2016	Faculty /Staff Leadership Team			
1.5 Strengthen student leadership roles	2010-2016	Faculty /Staff Leadership Team			

1.6 Continue to use programs such as Terrific Kid, Honors Chorus, Therapy Dog	2010-2016	Guidance Counselor Music Teacher			
1.7 Provide incentives to promote PBIS	2010-2016	PBIS Leadership Team	\$1000	School Funds	
1.8 Continue Character Education	2010-2016	Guidance Counselor			

DISTRICT STRATEGIC PLAN FOR Springfield Elementary School
Performance Goal Area:

DATE: May 2010

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (desired result of student learning)

Springfield will increase community/parental involvement and communication as measured by participation and documentation of activities and events.

INTERIM PERFORMANCE GOAL:

Springfield will increase the percentage of parents satisfied with school-home relations by one percentage point.

DATA SOURCE(S):

Annual report card parent survey

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	89.7	90.7	91.7	92.7	93.7	94.7	95.7

* Represents projections of improvement

ACTION PLAN for School Climate					EVALUATION
<u>STRATEGY:</u> #1	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Monitor</u> Completed Yes/No
Foster home-school relations					
1.1 Positive comments will be sent home	2010-2016	Teachers			
1.2 Buddy system will be implemented for ESOL students as they transition into school	2010-2016	Teachers Guidance Counselor			
1.3 Quarterly parent programs will be scheduled	2010-2016	Principal			
1.4 Family oriented activities will be planned	2010-2016	Principal			
1.5 Communication with parents will be maintained through the use of telephone calls, emails, newsletters, the Internet, etc.	2010-2016	Principal Media Specialist Instructional Specialist Teachers			