Spring Park Elementary School

2016-17 Schoolwide Improvement Plan

Spring Park Elementary School

2250 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/springpark

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Spring Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Spring Park International Baccalaureate Elementary School will inspire and prepare every student for success in college or a career in life way of providing engaging and challenging education.

b. Provide the school's vision statement.

Spring Park International Baccalaureate Elementary School will provide international educational excellence and experience in every classroom, for every student, everyday.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students are encouraged to learn about their own culture as well as that of others. This can be done through sharing, research, and class discussions. Learning about a variety of cultures is incorporated into our classes every day via the IB curriculum, which by its very nature utilizes a global approach. Teachers sponsor S.T.E.A.M. Clubs to foster relationships with their students. Teachers will also utilize ESOL Paraprofessional along with interpreters to communicate with our ESOL parents and students to further build an understanding about home and school life connections. School procedures are in place to enable opportunities for daily communications between parents and teachers. Spring Park will use TNTP, Fame, Climate, and Parent Involvement surveys to assess the culture of the school and the stakeholders. After analyzing the data from these surveys, parent, teacher, and stakeholder meetings (SAC, PTA, SDM) are conducted to build relationships with all stakeholders.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Spring Park International Baccalaureate Elementary creates a school climate based on effective communication mutual respect and fostering positive community behaviors in order to form the foundation for quality teaching and learning. Spring Park creates an environment where students feel safe and respected by providing before and aftercare for students. In addition, Spring Park provides a safe environment by following all facets of the school's safety plan. All doors and school gates remain locked at all times. All visitors are buzzed in in electronically by a staff member. Every person entering the building must provide picture identification and sign in at the front office. Only district approved volunteers, mentors, and vendors are permitted to classrooms. The school's security guard and resource officer canvas the school campus daily to ensure safety and order. Our foundations team meet monthly to discuss the school's environment and any additional concerns which need to be address. Safety emergency drills are conducted randomly each monthly to ensure safety protocols are being followed.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school wide behavioral system consists of rewarding students for positive behaviors. This is done through a "caught you being good" approach where students can earn "gator bucks" for good behaviors by all adults in the building. A weekly drawing allows random students to be drawn by grade level to earn prizes. A monthly drawing will be held as well where a larger prize will be awarded. One student from each class will earn the monthly IB Learner of the Month profile for which their certificate will be displayed and students will be acknowledged at awards' assemblies.Spring Park is a HERO campus, which is being implemented with fidelity at campuses' across DCPS this year.

Teachers regularly reinforce and review school wide expectations by reminders, modeling, and planned practice. Teachers have been given a detailed explanation to next steps for first occurrences and each one after that for code of conduct violations. Next steps include student conference, parent conference, counselor referral, behavior plan, and referral to administration. Trainings on CHAMPS are provided by the Foundation's Team, who attend yearly trainings and conduct observations of current systems in place for arrival, dismissal, hallway and cafeteria duty, and lunch.

d. 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.

Teachers are trained by the counselor on the district's ALERT system, which outlines various social emotional needs of students, how to handle them, and resources for support. Students and parents can be referred to the school counselor or to Full Service School, who can provide parent support, behavioral intervention, counseling, and mentors via Big Brother Big Sister. Our school counselor teaches character traits lessons and pull students for small support groups, individual, classroom guidance lessons, and responsive services to help maximize students' success.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Regular communication about the district's attendance policy is made via parent calls, automated phone calls, individualized letters stating number of absences, and newsletters. Academic Intervention Team meetings are held monthly or as needed for those students in violation of the policy. Students can have individual contracts and work towards incentives. Referrals are made to various agencies for those situations where family concerns are impacting attendance. Communication regarding attendance was translated as needed through forms and phone calls via interpreters, including our Spanish speaking para-educator.

Students with suspensions participate in one or more of the following interventions: behavior plan, daily check-in, counseling group, referral to Full Service School for counseling or behavioral intervention, participation in leadership/character grant through Full Service (F.A.C.E.-Fitness and Character Education), and/or an assigned mentor.

Students failing in reading or mathematics receive tier 2 intervention, and when appropriate, tier 3 interventions via the Response To Intervention team. Some students are referred to the Multidisciplinary Referral Team to determine if ESE services are needed. Students are assigned a teacher mentor. Progress monitoring plans and data chats are utilized to frame interventions for targeted students.

b. Provide the following data related to the school's early warning system

1. 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	16	16	11	13	11	7	0	0	0	0	0	0	0	74
One or more suspensions	0	1	8	2	2	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	1	4	3	2	5	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	15	31	31	0	0	0	0	0	0	0	77
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	15	18	15	24	22	21	0	0	0	0	0	0	0	115

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Mentors assigned
Full Service School referrals for behavior and counseling
Full Service School F.A.C.E. grant for character education
Learning for Life lessons
Social Workers
School/Parent Compact
Reading Interventionists small group instruction with Barton & DAR
Consultation with School Psychologist, IPSS, and ESE teachers
Math & Reading Coach small group interventions
Resource RtI small groups and push in support
Small counseling groups
Referral to grief camp and outside support groups
Tier 2 and 3 interventions
MRT referrals
Parent communication, including in the home language via in person, letters, and phone
Student conferences
Behavior plans
Daily check-ins
AIT meetings
Attendance policy posted multiple times in newsletters, individualized letters home, and via phone conferences

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/316011.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Parents are invited to participate in various school events during the year from Open House to academic nights to awards' assemblies. Monthly newsletters go home informing parents of various school events past and present, as well as some grade level newsletters. Parents are informed about Full Service School services in a variety of ways.

Spring Park has several business and faith-based partners and feeder patter schools that support our mission and vision by providing financial resources and human capital such as mentoring, tutoring, and volunteerism. To sustain our partnership we conduct monthly community/parent meetings and all stakeholders are invited. At the end of the school year, we celebrate all of our partners/volunteers with a luncheon to thank them for their commitment and service to our school.

Parents are kept informed through PTA , SAC, school messenger, OneView, Focus, email, parent/teacher conferences, parent academy and the school's website. We have a parent resource area where parents can access bilingual resources that students can use at home. Our teachers and staff serve as the primary public relations.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Mcwillams, Aaron	Principal
Parker, Davina	Assistant Principal
Polk, Taylor	Instructional Coach
Kimes, Brigitte	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Aaron McWilliams: Principal provides an instructional vision for the use of data-based decision-making; ensures that the school-based team implements core instruction with fidelity, Tier I and Tier II interventions, and Rti initiatives and oversees the necessary documentation is provided in an efficient and timely manner; communicates with all stakeholders school vision and academic achievement goals.

Davina S. Parker: Assistance Principal's responsibility is to support and follow through assigned duties. Assists is progress monitoring, data collection, and data analysis. Check planned lessons for

implementation of RtI process. Assists in the design and deliver of professional development. Provides feedback from classroom walk-throughs. The AP is also communication of events, SAC, PTA, and STEAM clubs.

Brigitte Kimes: Instructional math coach provides support to general education teachers in implementing core instruction; participates in student data collection and analysis; collaborates with staff to implement Tier 2/3 interventions. Trainings are planned and facilitated by the math and reading coaches. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

Christine Polk: Instructional reading coach provides support to general education teachers in implementing core instruction; participates in student data collection and analysis; collaborates with staff to implement Tier 2/3 interventions. Trainings are planned and facilitated by the math and reading coaches. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

2. 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 Leadership Team will meet monthly during the school day. The team will attend all district trainings and will provide training to the faculty on effective instructional practices. The Leadership Team will also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will monitor the use of the three-tiered model of Response to Intervention schoolwide.

During meeting times, the team will review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Leadership Team.

The school-based Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be reviewed quarterly to support the interventionist (e.g.,teacher, MTSS/Inclusion Facilitator, school counselor) and report back on all data collected for further discussion at future meetings.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs or summer school. The district coordinates with Title I in ensuring staff development needs are provided.

Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure needs are met. Students are provided breakfast in the classroom.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop out Prevention programs.

Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students.

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-VentoAct to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds will be used for night time programs for students and parents. Students will participate in Reading, Writing, Mathematics, and Science Academic Nights. Students will participate in mini-camps to ramp them up in Reading, Writing, Mathematics, and Science. SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all level 1 & 2 students.

Violence Prevention Programs
• Continuation of Second Step (Anti-bullying program)
This anti-violence program is designed to teach social skills in the areas of empathy, impulse control, and anger management.
• School-Wide Behavior Plan
• Behavior Interventionists through Full Service Schools
• Lunch and Learn Group (group of at risk students will meet once a week for 6 weeks with school counselor for behavior
strategies)
• Foundations and CHAMPs Programs are fully implemented and directed by the school-wide Foundations Team

Nutrition Programs
Breakfast in the Classroom – Each student is provided free breakfast each day regardless of their free/reduced lunch status

Adult Education
The Title I Parent Resource Center housed at the school offers several educational programs and family training for parents.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Pam Picray	Teacher
Meridith Jespersem	Business/Community
Addie Carswell	Parent
Aaron McWilliams	Principal
Tavares Parker	Parent
Grace Neville	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC team reviews and evaluates school academic achievement data, parent involvement, and resource supports to ensure the school has adequate support for success. Evaluation of last year's school improvement plan SAC committee met with leadership team to evaluate SIP plan. During the meeting SAC andSpring Park
Leadership team discussed I-Ready data and DAR results and identified effective successful strategies implemented in 2015-2016 school year. Strategies identified as working were selected to be continued and enhanced for 2016-2017.

b. Development of this school improvement plan

SAC and all parents have the opportunity to assist in implementation and evaluation of school improvement plan. We encourage parents to participate in all meetings to give input into the process throughout the school year through a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parents training sessions offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP.

c. Preparation of the school's annual budget and plan

The SAC and SIP committee works in collaboration with the principal to review the budget and agree on specific items such as technology enhancements and parental engagement. The principal then meets with the Shared Decision Making (SDM) team to finalize budget priorities and development of the final draft of the SIP.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The use of the budgeted amount of money allotted to the SAC has not yet been determined. This will be discussed at the October meeting. The funds are used to support student in courses and teacher growth. $100 will be used for teacher incentives and $300 for student incentives.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

In the process of looking at those in the school community who might have the interest to join SAC. Goal of having SAC mirror the makeup of the school. Not there yet.

*Working on PR for SAC (what it is, goal, purpose)
*Attempting to recruit those who are willing and worthy to serve
*Bolster our numbers with direct stakeholders in the community

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Polk, Taylor	Instructional Coach
Neville, Grace	Teacher, PreK
Picray, Pam	Instructional Media
Parker, Davina	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Spring Park's Literacy Leadership Team is a team that will encourage a model literate climate that supports effective teaching and learning around all aspects of literacy. The major initiative is to raise the proficiency numbers in Reading. I-Ready, Achieve 3000, DAR, FSA, and District made assessments from the core curriculum guide will be targeted for improvement throughout the school year. We will meet monthly to collaborate ideas, while planning and implementing a year-long focus calendar. As a team, a huge focus for us this year is to create fun literacy opportunities (assemblies, school-wide celebrations, and field-trips) for students to experience reading in an exciting way. We will align our resources with our PTA and the Parent Involvement Facilitator to increase parental support in this school-wide effort. We hope to build better learners through the love of reading.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

* Teachers are provided with common planning time twice a week for ELA and mathematics
* Teachers have PLC time with administrators, coaches and colleagues for PD, data reflection,lesson planning/strategies/development, common assessments, and CGs.
*Data Teams to provide collaborative effort for addressing the mastery of Florida state standards
* Open door policy for communication with administration
* Collaborative strategies for collegiality with staff development pieces to bolster the effort
* Professional Development and District Virtual Professional Development training on early release Wednesday's

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Principal and Assistant Principal will recruit teachers from district qualified candidates completion date August 2016. Ongoing professional development will take place at the school level and district level. Spring Park's Leadership team in conjunction with district specialist will be responsible for facilitating and monitoring recruitment and retention strategies. Early release meetings, PLC's at school level and district level, content area training, planning day training, Teacher Development & Support Team is

implemented and monitored through our Professional Development Facilitator, Mentors, and District Support staff. Providing University college Interns and pre-interns to Identified classrooms with teachers with Clinical Educator's Training (CET) Provide a work environment that is unique as an IB school and promote staff worthy from within, designation and promotion as a "destination" school for neighborhood and transfers (IB, word of mouth)

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Spring Park Elementary participates in school district Teacher Development & Support Team program. Mentors are paired with new teachers according to impact on student achievement, credentials and expertise. Mentors are CET trained and have a least 3 years of successful teaching experience and effective or highly effective ratings
Overall purpose of the teacher mentoring program is to improve teaching and learning. Specifically, the mentoring program is intended to assist classroom teachers and school administrators in the development and implementation of a mentoring program for beginning teachers. The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher. Biweekly
meetings, observations, paired with mentor, attend district Teacher Development & Support meetings, develop IPDP.

1. Mentee: Jennifer Gagne (Second Grade) Mentor: Kim Noble (Reading Interventionist),
Ms. Noble offers over 10 years of experience to this partnership. She serves as a member of our RtI & PBIS Review team and has a wealth of knowledge and support to provide. She has served as a mentor and a directing teacher in previous years. She will provide structured support for Ms. Gagne through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

2. Mentee: Chelsea Potter (Third Grade), Mentor: Sharon Patterson (Second Grade Level Chair), Ms. Paterson offers 30 years of experience to this partnership. She has served as a Cadre and currently serves as grade level chair and a member of our RtI & PBIS Review team and has a wealth of knowledge and support to provide. She will provide structured support for Ms. Potter through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

3. Mentee: Diane Rys (Kindergarten), Mentor: Fran Taylor (Kindergarten Teacher), Ms. Taylor offers 10 years of experience to this partnership. She currently serves on the Math Team and ESOL Committee to provide the staff with extra strategies and support with instruction. She will provide structured support for Ms. Rys through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

4. Mentee: Mirna Blaylock (First Grade), Mentor: Christine Polk (Reading Coach) offers 20 years of experience to this partnership. She serves the Reading Coach, Professional Development Facilitator, a member of our Leadership Team, Intervention Team, and has mentored several teachers/interns over the years. Planned mentoring activities include classroom visits, meetings, professional collaboration, on-going communication and continued support, and overall assistance at Spring Park Elementary School.

5. Mentee: Antoinette Montgomery (Fifth Grade), Mentor: Brigitte Kimes (Math Coach), Ms. Kimes offers over 5 years of experience to this partnership. She serves as the Math Coach, Chair of our Math & Science Teams, and a member of our Leadership Team. She mentors several teachers and has a

wealth of knowledge and support to provide. She will provide structured support for Ms. Montgomery through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

6. Mentee: Gianna Pryor (Fifth Grade Math Teacher), Mentor: Ami Thomas (Third Grade Level Chair & Math Teacher) Ms. Thomas offers 10 years of experience to this partnership. She serves as the Grade Level Chair, STC, is a master teacher, and previous Teacher of the Years. Ms. Thomas will provide structured support for Ms. Pryor through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

7. Mentee: Amanda Hoag (ESE Teacher), Mentor: Anita Hammett (First Grade Teacher) Ms. Hammett offers over 20 years of experience to this partnership. She currently serves on the Math Team, the Director of Extended Day, and ESOL Committee to provide the staff with extra strategies and support with instruction. She will provide structured support for Ms. Hoag through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

8. Mentee: Nancy Wright (ESE Teacher), Mentor: Janie Milfort-Caldwell (PreKindergarten Teacher) Ms. Milfort-Caldwell offers over 10 years of experience to this partnership. She currently serves on the Sunshine Committee, Reading Team, and PBIS/IRtI Review Team to provide the staff with extra strategies and support with instruction. She will provide structured support for Ms. Wright through on-going communication, observations and follow-up activities with assistance in her transition to Spring Park Elementary School.

In every case, mentors are chosen based upon either a common grade level (common core expectations), proximity, and professional backgrounds. All mentors are also identified based on student growth over time. Data regarding student performance is provided as a part of our Teacher Development & Support Team provide support for mentor status, as well as individual work towards professional goals as indicated in individual professional development plans.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Spring Park Elementary ensures that our core instructional programs (Duval Reads & Duval Math) and materials are aligned to Florida State standards through various avenues. We utilize district approved research based resources that are aligned to Florida standards. In our Professional Learning Communities we unpack Language Arts Florida State Standards and Mathematics Florida State Standards to ensure they are aligned to curriculum guides, lesson plans, performance task, and exit tickets. Teachers and Coaches work collaboratively on unpacking the standards to make sure that their lessons are rigorous and coincides with the curriculum.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Math and Reading - The school uses data gathered from Performance Matters, including information from i-Ready, CGAs, and FSA scores. We use the data to differentiate Math and Reading centers

and teacher-made assessments. Within the core instruction, teachers use data gathered from formative assessments and performance tasks to identify students to work with in a teacher-lead group that focuses on a specific deficiency. Teachers differentiate homework to allow for maximum student growth. Student data is analyzed to groups students based on needs and focus lessons are developed and implemented using that data.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 33,360

Provide students with remediation and/or enrichment to assist in attaining mastery level in reading and math as measured by I-Ready & Achieve 3000. In addition, we have prescribe tutoring based on data.

Strategy Rationale

Extended Day (Before & After school Program) provides time to extend learning opportunities for students to attain mastery or perform above mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mcwillams, Aaron, mcwilliamsa@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready Reading and Math Report
& Achieve 3000

Strategy: Before School Program

Minutes added to school year: 10,800

Extended Day (Before & After school Program) provides time to extend learning opportunities for at risk students and enrichment for students performing above mastery.

Strategy Rationale

Extended Day (Before & After school Program) provides time to extend learning opportunities for students to attain mastery or perform above mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parker, Davina , parkerd3@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready Reading and Math Report
& Achieve 3000

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our school has two Varying Exceptionality classrooms for students ages 3-5, and two Title One classrooms for students age 4. One of the Title One classrooms is also a blended classroom, allowing more advanced VE students to be around their general education peer role models. We are a summer school Pre-K site, parents are invited to Parent Involvement meetings and our Pre-K students/parents receive standard based report cards.

Fifth grade students attend a transition to middle school field trip where they visit our middle school feeder school. They learn about expectations regarding behavior and classes as they meet current middle school students and teachers. Parents are encouraged to attend the middle school orientation via newsletter and flyers.

b. College and Career Readiness

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

Fifth grade students are presented guidance lessons on careers and college, resulting in the completion of their required individual academic career plans. All students have the opportunity to learn about various careers during our Real People Read Day, and Career Day when students hear about a variety of jobs and hear stories. Spring Park provides and opportunity to expose our students and parents to colleges and universities on Spring Park Goes to College Night. The morning announcements by the Principal, the Counseling Office, and Teachers talk daily about the importance of college and career.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

An analysis of the data clearly indicates that the school is above the norm in 3rd grade reading and below the norm in science. Major lags in performance with respect to our minority students. This data indicates serious academic need across the subject areas- remedied by increased parent involvement, curriculum implementation/actualization with fidelity, effective collaboration, and a community spirit which will lift this campus to greatness.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Insight data reveals serious campus morale issues (bottom 12%)
Reading Instruction needs to strengthen to improve student performance on FSA
PLC meeting need to be focused and conducted with fidelity (student centered/data)
Meaningful walkthroughs for teacher, and therefore, student improvement (CAST, walkthroughs, follow-up)

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

$\boxed{1}$ = Problem Solving Step $\boxed{\text{🔑 S123456}}$ = Quick Key

Strategic Goals Summary

G1.   If we use research based strategies to improve our data analysis along with effective assessment and standard alignment in which all teachers can utilize to provide efficient differentiated instruction in small groups coupled with full implementation of district curriculum, then we will see gains in overall student achievement.

G2.   If Spring Park Elementary School implements a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional needs of all stakeholders, then student achievement, school climate and culture will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we use research based strategies to improve our data analysis along with effective assessment and standard alignment in which all teachers can utilize to provide efficient differentiated instruction in small groups coupled with full implementation of district curriculum, then we will see gains in overall student achievement. 1a

🔍 G086487

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding on how to disaggregate data and ensure instruction is aligned to LAFS & MAFS and assessment expectations to provide effective differentiated small group instruction that is rigorous and student engaging.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative support

- School Based Coaches

- District Based Coaches

- Program Materials

- District Curriculum Guides

Plan to Monitor Progress Toward G1. 8

Administration Team and Teachers will look at student work to see if the students are being successful with more assessments, engagement, and rigorous work.

Person Responsible
Aaron Mcwillams

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Assessments such as i-Ready, Module Assessments, Achieve 3000, and Walk-throughs

G2. If Spring Park Elementary School implements a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional needs of all stakeholders, then student achievement, school climate and culture will improve. 1a

🔑 G086488

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0
Attendance rate	96.0
Highly Effective Teachers (Performance Rating)	80.0

Targeted Barriers to Achieving the Goal 3

- Staff lack of knowledge regarding the school wide incentive (HERO & Gator Bucks) plan and proactive measures to prevent behavioral issues.

- Lack of parent involvement due to the lack of knowledge on students' academic process and and effectively communicating and scheduling parent events.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *HERO Training or Novice Teachers & Master Teachers *CHAMPS Training for all Novice Teachers *PBIS/RtI Review Team *Student Discipline Data

Plan to Monitor Progress Toward G2. 8

Monthly Foundation Team Meetings & Foundations Team Informational Updates provided at Early Release trainings

Person Responsible
Davina Parker

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
School wide discipline data (referrals & suspensions) ,school based surveys & Insight Survey

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we use research based strategies to improve our data analysis along with effective assessment and standard alignment in which all teachers can utilize to provide efficient differentiated instruction in small groups coupled with full implementation of district curriculum, then we will see gains in overall student achievement. 1

🔑 G086487

G1.B1 Teachers lack of understanding on how to disaggregate data and ensure instruction is aligned to LAFS & MAFS and assessment expectations to provide effective differentiated small group instruction that is rigorous and student engaging. 2

🔑 B229833

G1.B1.S1 Teachers will use data along with the instructional alignment of the LAFS and/or MAFS to district and state assessments to create small group lesson plans that target the at grade level common planning 4

🔑 S242484

Strategy Rationale

Beginning with the end in mind teachers will look deeply at item specifications and district assessments to ensure alignment with LAFS and MAFS to ensure the instruction provides the need supports and scaffolds that will engage/challenge students.

Action Step 1 5

Meet during grade level Common Planning to analyze data, develop differentiated lesson plans for small groups, and assessments that are aligned with FSA item specifications and LAFS and MAFS.

Person Responsible

Aaron Mcwillams

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations, walk-thru's, I-Ready, Achieve 3000, and District created assessments data, and CAST evaluations to document evidence of our progress in implementing/utilizing best instructional practices.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring of lesson plans to ensure that there are evidence of balanced instruction that meets individual and small group needs.

Person Responsible

Aaron Mcwillams

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans, small group instruction templates

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Module Assessments, District Assessments, I-Ready, and Achieve 3000

Person Responsible

Davina Parker

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data analysis conducted from collecting student results of the District created end of module/topic assessments and the diagnostic/progress monitoring of I-Ready & Achieve 3000.

G2. If Spring Park Elementary School implements a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional needs of all stakeholders, then student achievement, school climate and culture will improve. `1`

🔑 G086488

G2.B1 Staff lack of knowledge regarding the school wide incentive (HERO & Gator Bucks) plan and proactive measures to prevent behavioral issues. `2`

🔑 B229834

G2.B1.S1 Novice teachers and master teacher who are not familiar with the proper way to implement and/or utilize will receive intensive training along with monthly presentations on using the Hero program with fidelity. `4`

🔑 S242485

Strategy Rationale

Provide staff with needed supports and training on how to implement and maintain the Hero program.

Action Step 1 `5`

Monthly Hero Training and Implementation and usage Incentives

Person Responsible

Aaron Mcwillams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Hero Data, Referral data from focus, Domain 2 CAST

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Hero Data Tracking & Gator Bucks utilization

Person Responsible

Davina Parker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data from focus, incentives tracking for students and teachers, and Hero data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Focus Walks & SAIS Data Montioring

Person Responsible

Davina Parker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data from Hero, referral data from Focus, and Gator Bucks utilization

G2.B2 Lack of parent involvement due to the lack of knowledge on students' academic process and and effectively communicating and scheduling parent events. `2`

🔑 B229835

G2.B2.S1 Invite parents and guardians to all school events using school message system, flyers and verbal communication. `4`

🔑 S242486

Strategy Rationale

Engage parents in meaningful conversations and keep them informed in order to increase attendance and overall student success.

Action Step 1 `5`

Improve communication through school messaging system, flyers and newsletters in multiple translations.

Person Responsible

Davina Parker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Surveys, attendance sheets, verbal and written communication.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Teachers and staff will communicate weekly with parents and guardians through the effective use of classroom newsletters.

Person Responsible

Davina Parker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Collection of documentation of newsletters and parent communication logs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Climate Survey & Gallup Survey & Parent Attendance to Parent Nights

Person Responsible

Davina Parker

Schedule

On 6/2/2017

Evidence of Completion

Survey Data, Attendance Rosters, and Parent/Teacher conference log

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M324183	Administration Team and Teachers will look at student work to see if the students are being...	Mcwillams, Aaron	8/15/2016	Assessments such as i-Ready, Module Assessments, Achieve 3000, and Walk-throughs	6/2/2017 biweekly
G2.MA1 M324188	Monthly Foundation Team Meetings & Foundations Team Informational Updates provided at Early...	Parker, Davina	8/15/2016	School wide discipline data (referrals & suspensions) ,school based surveys & Insight Survey	6/2/2017 monthly
G1.B1.S1.MA1 M324181	Module Assessments, District Assessments, I-Ready, and Achieve 3000	Parker, Davina	8/15/2016	Data analysis conducted from collecting student results of the District created end of module/topic assessments and the diagnostic/progress monitoring of I-Ready & Achieve 3000.	6/2/2017 biweekly
G1.B1.S1.MA1 M324182	Monitoring of lesson plans to ensure that there are evidence of balanced instruction that meets...	Mcwillams, Aaron	8/15/2016	lesson plans, small group instruction templates	6/2/2017 biweekly
G1.B1.S1.A1 A313829	Meet during grade level Common Planning to analyze data, develop differentiated lesson plans for...	Mcwillams, Aaron	8/15/2016	Classroom observations, walk-thru's, I-Ready, Achieve 3000, and District created assessments data, and CAST evaluations to document evidence of our progress in implementing/utilizing best instructional practices.	6/2/2017 weekly
G2.B1.S1.MA1 M324184	Focus Walks & SAIS Data Montioring	Parker, Davina	8/15/2016	Data from Hero, referral data from Focus, and Gator Bucks utilization	6/2/2017 weekly
G2.B1.S1.MA1 M324185	Hero Data Tracking & Gator Bucks utilization	Parker, Davina	8/15/2016	Data from focus, incentives tracking for students and teachers, and Hero data	6/2/2017 weekly
G2.B1.S1.A1 A313830	Monthly Hero Training and Implementation and usage Incentives	Mcwillams, Aaron	8/15/2016	Hero Data, Referral data from focus, Domain 2 CAST	6/2/2017 monthly
G2.B2.S1.MA1 M324186	Climate Survey & Gallup Survey & Parent Attendance to Parent Nights	Parker, Davina	8/15/2016	Survey Data, Attendance Rosters, and Parent/Teacher conference log	6/2/2017 one-time
G2.B2.S1.MA1 M324187	Teachers and staff will communicate weekly with parents and guardians through the effective use of...	Parker, Davina	8/15/2016	Collection of documentation of newsletters and parent communication logs.	6/2/2017 weekly
G2.B2.S1.A1 A313831	Improve communication through school messaging system, flyers and newsletters in multiple...	Parker, Davina	8/15/2016	Surveys, attendance sheets, verbal and written communication.	6/2/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If Spring Park Elementary School implements a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional needs of all stakeholders, then student achievement, school climate and culture will improve.

G2.B1 Staff lack of knowledge regarding the school wide incentive (HERO & Gator Bucks) plan and proactive measures to prevent behavioral issues.

G2.B1.S1 Novice teachers and master teacher who are not familiar with the proper way to implement and/or utilize will receive intensive training along with monthly presentations on using the Hero program with fidelity.

PD Opportunity 1

Monthly Hero Training and Implementation and usage Incentives

Facilitator

Hero District Trainer

Participants

All Staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If Spring Park Elementary School implements a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional needs of all stakeholders, then student achievement, school climate and culture will improve.

G2.B2 Lack of parent involvement due to the lack of knowledge on students' academic process and and effectively communicating and scheduling parent events.

G2.B2.S1 Invite parents and guardians to all school events using school message system, flyers and verbal communication.

TA Opportunity 1

Improve communication through school messaging system, flyers and newsletters in multiple translations.

Facilitator

Davina Parker

Participants

Parent Involvement committee

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Meet during grade level Common Planning to analyze data, develop differentiated lesson plans for small groups, and assessments that are aligned with FSA item specifications and LAFS and MAFS.	$0.00
2	G2.B1.S1.A1	Monthly Hero Training and Implementation and usage Incentives	$0.00
3	G2.B2.S1.A1	Improve communication through school messaging system, flyers and newsletters in multiple translations.	$0.00
		Total:	$0.00