

Duval County Public Schools

# Springfield Middle School



## 2019-20 Schoolwide Improvement Plan

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# Springfield Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

www.duvalschools.org/springfield

## Demographics

Principal: Deshune Bush

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: A (64%) 2016-17: A (69%) 2015-16: A (66%) 2014-15: A (73%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## Springfield Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

[www.duvalschools.org/springfield](http://www.duvalschools.org/springfield)

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Kirby-Smith Middle School's mission is to provide educational excellence in every school, in every classroom, for every student, every day.

#### Provide the school's vision statement.

Kirby-Smith Middle School's vision is to ensure that every student is inspired and prepared for success in college or career, and life.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Bush, De Shune	Principal	
Channelle, Herma	Teacher, ESE	
Quaintance, Shirelle		
Stinson, Katrina	School Counselor	
Sims, Monica	Dean	

### Early Warning Systems

#### Current Year

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

43

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

Friday 8/30/2019

### Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

### Prior Year - Updated

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

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

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

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

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	43%	54%	67%	41%	52%
ELA Learning Gains	55%	49%	54%	63%	48%	54%
ELA Lowest 25th Percentile	49%	45%	47%	49%	43%	44%
Math Achievement	73%	49%	58%	76%	44%	56%
Math Learning Gains	53%	50%	57%	57%	49%	57%
Math Lowest 25th Percentile	53%	47%	51%	52%	46%	50%
Science Achievement	68%	44%	51%	76%	45%	50%
Social Studies Achievement	70%	68%	72%	88%	65%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	1 (0)	2 (0)	3 (0)
Attendance below 90 percent	0 ( )	1 ( )	1 ( )	2 (0)
One or more suspensions	0 (0)	1 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 (0)	1 (0)	1 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	60%	47%	13%	54%	6%
	2018	58%	44%	14%	52%	6%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	59%	44%	15%	52%	7%
	2018	63%	41%	22%	51%	12%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
08	2019	72%	49%	23%	56%	16%
	2018	67%	51%	16%	58%	9%
Same Grade Comparison		5%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	71%	51%	20%	55%	16%
	2018	45%	42%	3%	52%	-7%
Same Grade Comparison		26%				
Cohort Comparison						
07	2019	55%	47%	8%	54%	1%
	2018	74%	50%	24%	54%	20%
Same Grade Comparison		-19%				
Cohort Comparison		10%				
08	2019	71%	32%	39%	46%	25%
	2018	51%	31%	20%	45%	6%
Same Grade Comparison		20%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	49%	40%	9%	48%	1%
	2018	70%	44%	26%	50%	20%
Same Grade Comparison		-21%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	67%	32%	67%	32%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	69%	1%	71%	-1%
2018	91%	84%	7%	71%	20%
Compare		-21%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	57%	26%	61%	22%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	78%	61%	17%	62%	16%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	61%	27%	57%	31%
2018	92%	57%	35%	56%	36%
Compare		-4%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	36	36	61	52	46	31	61	67		
ASN	100	78		89	44				100		
BLK	52	49	47	63	51	51	53	64	75		
HSP	84	73		90	47		80	58	100		
MUL	74	50		76	56	64	82		94		
WHT	80	62	64	90	60	71	91	88	94		
FRL	50	46	42	65	53	51	52	59	81		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	51	50	53	49	44	63	78	83		
ASN	75	71		89	75		79	100	100		
BLK	51	46	42	57	44	45	58	87	68		
HSP	75	70	80	89	55		100	96	100		
MUL	70	70		75	58		67	95	91		
WHT	82	61	50	90	65	64	89	96	92		
FRL	53	49	46	60	45	46	58	89	73		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	42	58	60	57	49	43	53	76	69		
ASN	85	73		91	70		100	100	100		
BLK	54	58	50	64	52	52	63	84	85		
HSP	82	64	45	88	60		82	93	92		
MUL	79	52		79	57	40		79	94		
WHT	84	71	60	92	64	64	91	93	93		
FRL	58	59	44	67	52	50	65	81	85		

## ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

ELA Achievement showed the lowest performance. Contributing factors for this is lowest performance is due to:  
reading lexile scores, students were switched from a 90 minute class to a 50 minute class.

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

Civics showed the greatest decline from the prior school year from 91% proficiency rate to a 71% proficiency rate. Factor(s) that contributed to this decline were student low Lexile and FSA reading

scores. no sufficient time (50 minutes class periods.) to be proficient for Civics EOC in 18-19.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Civics had the greatest gap when compared to the state's average, which was 1%. Factor(s) that contributed to this gap and any trends were student low Lexile and FSA reading scores. no sufficient time (50 minutes class periods.) to be proficient for Civics EOC in 18-19

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

Math Achievement showed the most improvement. Students who were level 1's and 2's show the most significant gains this school year.

- Improve 7th grade overall achievements.
- Increase gains and proficiency in all grade levels.

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

Attendance is a potential concern from the EWS data. .

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

1. Implement 90-Minute Block Schedule
2. Initiate School-Wide Literacy
3. Utilize Safety Nets (Lunch-n-learn, before and after-school tutoring, pull-out and push-in support
4. Continue to implement computer resources.
5. Use Small-group instructions

## Part III: Planning for Improvement

### Areas of Focus:

#1

<b>Title</b>	Increase 7th Grade ELA FSA proficiency rate
<b>Rationale</b>	Improvement is needed on the 7th grade level for a stronger percentage rate of the FSA passing scores (66%). This situation can be used for either 6th or 8th grades
<b>State the measurable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. Data disaggregation of baseline testing(s) and the previous year's FSA score for each student.</li> <li>2. The target for success is to follow the district curriculum for daily instruction.</li> <li>3. Focus on the Bubble Students who were upper level 2s for 18-19 school year.</li> <li>4. Focus on top standards that were least proficient.</li> </ol>
<b>Person responsible for monitoring outcome</b>	De Shune Bush (stroyd@duvalschools.org)
<b>Evidence-based Strategy</b>	Small- group instructions.
<b>Rationale for Evidence-based Strategy</b>	Small-group instruction will allow teachers to have data chats, one-on-one instructions, and opportunities to delve deeper in the content area with their students. .
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide times for students to complete tasks to improve scores: <ol style="list-style-type: none"> <li>1. Lunch and Learn</li> <li>2. Before school tutoring</li> <li>3. Pulling students from extended day or before care to review skills</li> <li>4. Planning period 10-minute review of standards/lesson presented previously</li> <li>5. After school tutoring with the teacher (usually 1.5 hours).</li> <li>6. Also, tutoring with the teacher (assigned by the principal-SAI) for tutoring or computer use. .</li> </ol> </li> </ol>
<b>Person Responsible</b>	De Shune Bush (stroyd@duvalschools.org)

### Additional Schoolwide Improvement Priorities (optional)

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

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase 7th Grade ELA FSA proficiency rate	\$0.00
Total:			\$0.00