

Duval County Public Schools

Spring Park Elementary School



2019-20 Schoolwide Improvement Plan

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Spring Park Elementary School

2250 SPRING PARK RD, Jacksonville, FL 32207

<http://www.duvalschools.org/springpark>

Demographics

Principal: Davina Parker S

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (41%) 2016-17: C (43%) 2015-16: C (53%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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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)
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	84%

School Grades History

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

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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.

Spring Park International Baccalaureate Elementary School will embrace the concept of a global society that will develop inquiring and principled caring youth who will be involved in the betterment of their communities and in the world at large.

Provide the school's vision statement.

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

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
Parker, Davina	Principal	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 MTSS initiatives and oversees the necessary documentation is provided in an efficient and timely manner; communicates with all stakeholders school vision and academic achievement goals.
Brandon, Toby	Assistant Principal	Assistance Principal's responsibility is to support and follow through assigned duties. Assists in 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.
Polk, Taylor	Instructional Coach	The instructional reading coach provides support to general education teachers in implementing core standards-based 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.
Thomas, Ami	Instructional Coach	Instructional math coach provides support to general education teachers in implementing core standards based 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.
Gainey, Rob	School Counselor	School Counselors directly intervene and indirectly support students across all MTSS tiers. They align comprehensive counseling programs within MTSS and are leaders of MTSS teams.
Lyon, Griffin	Instructional Coach	Ensures the alignment of the International Baccalaureate (IB) Primary Years Program Standards to District guidelines and standards-based instruction. The IB instructional Leader provides support to general education teachers with smooth integration of the IB standards with daily standards-based 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, reading coaches, and IB instructional leader. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

Name	Title	Job Duties and Responsibilities
Hoag, Amanda	Teacher, ESE	The ESE Teacher are certified to provided support and services to meet the needs of all students with disabilities utilizing custom resources that align to the student's backgrounds and abilities. The ESE Teacher works with teachers who help students with disabilities by providing them with strategies they can apply with different resources that meet the needs of the students' academic progress.
Davis, Tasura	Teacher, ESE	The ESE Teacher are certified to provided support and services to meet the needs of all students with disabilities utilizing custom resources that align to the student's backgrounds and abilities. The ESE Teacher works with teachers who help students with disabilities by providing them with strategies they can apply with different resources that meet the needs of the students' academic progress.

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	0	0	0	0	0	0	
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	

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)

19

Date this data was collected or last updated

Sunday 7/28/2019

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	47%	50%	57%	36%	49%	55%
ELA Learning Gains	59%	56%	58%	42%	56%	57%
ELA Lowest 25th Percentile	59%	50%	53%	48%	54%	52%
Math Achievement	45%	62%	63%	45%	62%	61%
Math Learning Gains	57%	63%	62%	49%	63%	61%
Math Lowest 25th Percentile	58%	52%	51%	50%	54%	51%
Science Achievement	34%	48%	53%	31%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	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)

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
03	2019	43%	51%	-8%	58%	-15%
	2018	26%	50%	-24%	57%	-31%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	45%	52%	-7%	58%	-13%
	2018	25%	49%	-24%	56%	-31%
Same Grade Comparison		20%				
Cohort Comparison		19%				
05	2019	38%	50%	-12%	56%	-18%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	61%	-27%	62%	-28%
	2018	33%	59%	-26%	62%	-29%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	57%	64%	-7%	64%	-7%
	2018	26%	60%	-34%	62%	-36%
Same Grade Comparison		31%				
Cohort Comparison		24%				
05	2019	29%	57%	-28%	60%	-31%
	2018	56%	61%	-5%	61%	-5%
Same Grade Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	49%	-19%	53%	-23%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		-19%				
Cohort Comparison						

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	30	46	64	27	54	50	30				
ELL	38	53	44	44	60	69	31				
ASN	58	50		58	70						
BLK	38	60	82	38	51	47	36				
HSP	38	55	40	44	54	64	14				
WHT	71	70		57	74		60				
FRL	44	57	65	44	54	61	32				
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	14	13		21	41						
ELL	15	28	26	37	41	19					
ASN	31	30		54	64						
BLK	31	38		39	54	30	52				
HSP	22	40	33	41	53	25	44				
WHT	48	46		49	50		70				
FRL	30	38	43	38	48	25	52				
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	27	53	45	21	50						
ELL	27	33		42	33						
ASN	42			58							
BLK	36	35	36	40	51	63	26				
HSP	19	33		39	40		9				
WHT	57	56		58	47						
FRL	31	40	48	40	45	48	22				

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	53
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	67
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	61
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	50
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	48
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	66
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	54
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.

Science proficiency and 4th-grade ELA LPQ gains were the lowest performance. Movement for ELA LPQ's trend is that it is a challenge to move the students in our ESE category to show gains. In addition, our science usually correlates to our 5th-grade ELA proficiency.

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

Our 5th-grade science proficiency had the greatest decline from the prior year. Moving our borderline proficient readers to proficiency while getting them to master science standards was our greatest challenge

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

The greatest gap is science achievement. This is primarily due to the low number of proficient ELA students in 5th grade and the weak vocabulary of our ESOL and ESE students.

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

Math LPQ showed the greatest amount of improvement with an increase of 30% followed by ELA LPQ with an increase of 23%. We pulled small groups of our LPQ's with a strategic focus on standards close to mastery. In addition, constant monitoring of the effectiveness of small group instruction.

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

1. Science Proficiency
2. Math Proficiency

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

1. Maintain and Propel Proficient Students
2. Continue the push for gains with our LPQs
3. Continue the push for proficiency with our borderline students
4. Focus on academic as well as content-specific vocabulary

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Proficiency & LPQ gains
Rationale	We had significant increases in the area of reading for gains and proficiency but not the same level of movement in math. Our math scores reflected the minimal movement with the exception of our LPQ gains which showed the greatest growth in the math area.
State the measurable outcome the school plans to achieve	<p>A momentum of 70% of 3rd - 5th-grade performing 70% or higher on PMA and class assessments</p> <p>Proficiency will move from 45% to 55% for Math FSA</p> <p>LPQ Gains will move from 58% to 70% for Math FSA</p>
Person responsible for monitoring outcome	Toby Brandon (brandont1@duvalschools.org)
Evidence-based Strategy	<p>We will have a full-time math coach to provide standards-based instructional support to teachers for core and small group instruction. This position will assist teachers with developing stronger researched-based strategies that will enable our students to show significant growth in mathematics. We will also have a full-time ESOL Paraprofessional. We have approximately 200 ESOL student and on 3 paraprofessionals to provide support to our ESOL students. This extra paraprofessional will be used to work with underserved ESOL students in small groups in subjects areas of reading, math, and science. Materials will be purchased to push our proficient, bubble, and lowest-performing quartile students for tutoring and targeted small group instructions. Materials include but are not limited to Math Acaletics, Reflex Math, Zearn, Prodigy, Strategies to Achieve Mathematics, and Mimo interactive boards to enhance instruction needed for core and small group instruction.</p>
Rationale for Evidence-based Strategy	<p>We showed great growth with a full-time Reading Coach and supporting materials that were standards-aligned. We believe with this same level of support of having a full-time Math Coach coupled with supporting researched-based materials will give us the same if not greater results. Our evidence will be the monitoring of increasing scores on the i-Ready, Achieve 3000, Attendance data, standards-based PMA's and assessments and LLI quick checks.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers & Leadership Trained by DAT Team on Creating Spreadsheets for Tracking Gains and Identifying LP25. 2. Math Coach will create a planning cycle using the Common Planning Tool and Standard Data Analysis Protocol to support the instructional staff. 3. Centralized Collaborative Data Space promoting recording, monitoring, and strategizing student growth. 4. Teachers will maintain and triangulate individual student data utilizing a unified data tracking system 5. W.O.W. Wednesdays and Early Release training on using data to drive center activities and small group instruction facilitated by master teachers using Math Acaletics and STAMS. 6. Leadership Team will be divided into targeted concentrations to specifically enhance planning and implementation of strategic goals and to work with targeted students during small group instruction 7. Teachers, parents, and students will facilitate data chats to collaboratively goal set

Person Responsible Ami Thomas (thomasa@duvalschools.org)

#2	
Title	Reading Proficiency and LPQ Gains
Rationale	We want to continue the positive momentum we have with the significant growth in proficiency and gains that we received this year.
State the measurable outcome the school plans to achieve	<p>A momentum of 70% of 3rd - 5th-grade performing 70% or higher on PMA and class assessments</p> <p>Proficiency will move from 47% to 60% for Reading FSA</p> <p>LPQ Gains will move from 56% to 70% for Reading FSA</p>
Person responsible for monitoring outcome	Davina Parker (parkerd3@duvalschools.org)
Evidence-based Strategy	<p>We will have a full-time reading coach to provide standards-based instructional support to teachers for core and small group instruction. This position will assist teachers with developing stronger researched-based strategies that will enable our students to show significant growth in mathematics. We will also have a full-time ESOL Paraprofessional. We have approximately 200 ESOL student and only 3 paraprofessionals to provide support to our ESOL students. This extra paraprofessional will be used to work with underserved ESOL students in small groups in subjects areas of reading, math, and science. Materials will be purchased to push our proficient, bubble, and lowest-performing quartile students for tutoring and targeted small group instructions. Materials include but are not limited to Corrective Reading, LLI Kits, Strategies to Achieve Reading Success, Wordly Wise Vocabulary materials, and Mimo interactive boards to enhance instruction needed for core and small group instruction.</p>
Rationale for Evidence-based Strategy	<p>We showed great growth with a full-time Reading Coach and supporting materials that were standards-aligned. We want to keep the same and even increase the momentum for our ELA growth and proficiency. Our evidence will be the monitoring of increasing scores on the i-Ready, Achieve 3000, Attendance data, standards-based PMA's and assessments and LLI quick checks.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers & Leadership Trained by DAT Team on Creating Spreadsheets for Tracking Gains and Identifying LP25. 2. Reading Coach will create a planning cycle using the Common Planning Tool and Standard Data Analysis Protocol to support the instructional staff. 3. Centralized Collaborative Data Space promoting recording, monitoring, and strategizing student growth. 4. Teachers will maintain and triangulate individual student data utilizing a unified data tracking system 5. W.O.W. Wednesdays and Early Release training on using data to drive center activities and small group instruction facilitated by master teachers using LLI, Corrective Reading, and Wordly Wise materials. 6. Leadership Team will be divided into targeted concentrations to specifically enhance planning and implementation of strategic goals and to work with targeted students during small group instruction 7. Teachers, parents, and students will facilitate data chats to collaboratively goal set

Person Responsible Davina Parker (parkerd3@duvalschools.org)

#3

Title Science Proficiency

Rationale We had a decrease in our Science proficiency this year and want to put personnel and resources in place to monitor and assist with the needed proficiency growth.

State the measurable outcome the school plans to achieve Proficiency will go from 34% to 55% showing an increase of 21 percentage points

Person responsible for monitoring outcome Davina Parker (parkerd3@duvalschools.org)

Evidence-based Strategy We will have a full-time ESOL Paraprofessional. We have approximately 200 ESOL student and only 3 paraprofessionals to provide support to our ESOL students. This extra paraprofessional will be used to work with underserved ESOL students in small groups in subjects areas of reading, math, and science. Materials will be purchased to push our proficient, bubble, and lowest-performing quartile students for tutoring and targeted small group instructions. Materials include but are not limited to Corrective Reading, LLI Kits, Strategies to Achieve Reading Success, Wordly Wise Vocabulary materials, and Mimo interactive boards to enhance instruction needed for core and small group instruction.

Rationale for Evidence-based Strategy We believe with the additional support of the ESOL Paraprofessional we will be able to meet the needs our ESOL population in all major subject areas. We have approximately 200 ESOL student and only 3 paraprofessionals to provide support to our ESOL students. This extra paraprofessional will be used to work with underserved ESOL students in small groups in subjects areas of reading, math, and science. Materials will be purchased to push our proficient, bubble, and lowest-performing quartile students for tutoring and targeted small group instructions. Materials include but are not limited to Science Acaletics, Strategies to Achieve Reading Success, Wordly Wise Vocabulary materials, and Mimo interactive boards to enhance instruction needed for core and small group instruction.

Action Step

Description

1. ESOL Paraprofessional will work with targeted students to provide support in Science
6. Leadership Team will be divided into targeted concentrations to specifically enhance planning and implementation of strategic goals and to work with targeted students during small group instruction
7. Teachers, parents, and students will facilitate data chats to collaboratively goal set

Person Responsible Davina Parker (parkerd3@duvalschools.org)

#4	
Title	Behavioral & Attendance Support
Rationale	If Spring Park Elementary School implements a seamless multi-tiered system of supports (MTSS) focused on an integration of the social/emotional needs of all stakeholders, then student achievement, school climate, and culture will improve.
State the measurable outcome the school plans to achieve	<p>Referrals decrease by 50%</p> <p>Increase Full-Service Referrals by 50%</p> <p>Daily Attendance Average for school 98%</p> <p>Average of 150 Parents attending monthly Parent Nights</p> <p>CAST Domain 2 80% of teachers HE or E</p> <p>The increase of ESOL growth on WIDA by 50%</p>
Person responsible for monitoring outcome	Rob Gainey (gaineyjrr@duvalschools.org)
Evidence-based Strategy	We will review and implement newer strategies School-Wide Behavioral Management Program and provide monthly training/support to staff. We want to address the needs of the whole child, academically, socially, mentally, and physically.
Rationale for Evidence-based Strategy	We have students that have faced different levels of trauma that impacts their learning. Thus we will develop and MTSS process that will address their needs holistically making education and learning equitable for all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. MTSS and Collaborative Problem-Solving Leadership Team will introduce and provide school-wide items to support classroom management. 2. Coaches will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift. 3. District Parent Academy in collaboration with the Culture and Language Institute classes held at Spring Park to provide parents with academic strategies. 4. Improve student confidence, self-esteem, and social abilities through providing opportunities for students to celebrate, learn, and embrace not only their culture but create an understanding of others through special field trips and programs that expose them to different experiences in every subject area. 5. The University of North Florida and ESOL Department Training in Cultural awareness and strategies regarding ESOL instructional practices. 6. Provide monthly parent nights where teachers can provide tools and strategies that will empower parents to support student mastery of state standards and develop strong positive character practices.
Person Responsible	Rob Gainey (gaineyjrr@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).

n/a

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Social Media – Facebook School Account

Family Night – Science Fair Night, Literacy Night, FSA Night, Math Night, Library Night, International Day, Mother Son Dance, Father Daughter Night

Parent Academy – classes at Spring Park Elementary by district staff on various topics

Tuesday Home Communication folders

Class Dojo with classroom teachers

Phone/text/app communication with School Communicator

Parent Involvement Center

PFEP Link

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

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

Social/Emotional Classroom lessons.

Small Group sessions to address similar challenges; i.e., trauma, socialization, and anger management.

Individual student therapy provided by outside agencies.

Individual counseling provided by school counselor.

National Elementary Honor Society.

Big Brothers/Big Sisters mentorship program.

Junior Scholars mentorship geared to develop leadership and social/emotional skills.

Blessings in a Backpack food program for students with food inefficiencies.

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

Headstart/VPK students visit for half day to acclimate w/ Kindergarten classrooms

Transition night for 5th graders

School choice exposition

Incoming students shadow safety patrol students or classroom leaders

Magnet continuity from IB PYP elementary level to IB MYP at the middle school level

School Tours for potential IB magnet student

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.

We use attendance, referral, and academic data as well as CAST to recognize trends, identify needs, and develop strategic instructional plans to leverage resources and assign groups to personnel in an all-hands-on-deck approach to develop the whole child.

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

The school has many partnerships and programs to advance college and career readiness. Through the school's International Baccalaureate magnet program, 5th graders conduct career research throughout their final year through the Exhibition project. First through fifth grade participate annually in Junior Achievement, to advance life and financial skills and career mindedness. The Kiwanis Club sponsors The B.U.G.s (Bringing Up Grades) Program that encourages students through awards and recognition to bring up grades towards college readiness. After school STEAM Clubs (Science, Technology, Engineering, Arts, Mathematics) promote career interests in areas with high growth and employment potential. An in-class collaboration the Cathedral Arts Program(CAP) encourages academic approaches to the arts that align to higher education priorities. The National Elementary Honor Society (NEHS) promotes academic achievement aligned to higher education standards. Career Day invites companies and individuals to share their interests and backgrounds to inspire and encourage students to pursue their personal career interests.

Part V: Budget

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

1	III.A.	Areas of Focus: Math Proficiency & LPQ gains				\$107,787.89
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0721 - Spring Park Elementary School	Title, I Part D		\$90,551.00
			<i>Notes: Math Coach is needed to provide professional development and support to Teachers. In addition, work with LPQ's in targeted strategic small groups.</i>			
	5100	510-Supplies	0721 - Spring Park Elementary School	Title, I Part D		\$17,236.89
			<i>Notes: AcaleticsMath: Supplemental support for grade-level standards.</i>			
2	III.A.	Areas of Focus: Reading Proficiency and LPQ Gains				\$93,471.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0721 - Spring Park Elementary School	Title, I Part D		\$61,575.00
			<i>Notes: A Reading Coach is needed to provide professional development and support to Teachers. In addition, work with LPQ's in targeted strategic small groups.</i>			
	5100	150-Aides	0721 - Spring Park Elementary School	Title, I Part D		\$22,896.00
			<i>Notes: ESOL Paraprofessional to assist with pulling small groups of our ESOL population to work with vocabulary development and provide support with grade-level standards.</i>			
	5900	510-Supplies	0721 - Spring Park Elementary School	Title, I Part D		\$4,500.00
			<i>Notes: Intervention STARS (Strategies to Achieve Reading Success) to utilize with intervention groups</i>			
	5900	510-Supplies	0721 - Spring Park Elementary School	Title, I Part D		\$4,500.00
			<i>Notes: Intervention STARS (Strategies to Achieve Reading Success) to utilize with intervention groups</i>			

3	III.A.	Areas of Focus: Science Proficiency					\$2,117.61
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	5100	510-Supplies	0721 - Spring Park Elementary School	Title, I Part D		\$2,117.61	
			Notes: Acaletics Science: Supplemental support for grade-level standards				
4	III.A.	Areas of Focus: Behavioral & Attendance Support					\$0.00
Total:						\$203,376.50	