

Duval County Public Schools

Abess Park Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	17
Budget to Support Goals	0

Abess Park Elementary School

12731 ABESS BLVD, Jacksonville, FL 32225

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

Demographics

Principal: Kristin Shore M

Start Date for this Principal: 7/1/2014

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (57%) 2016-17: B (61%) 2015-16: B (54%)
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 is pending approval by the Duval County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Abess Park Elementary School

12731 ABESS BLVD, Jacksonville, FL 32225

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Success... All Students... All Standards

Provide the school's vision statement.

Abess Park Elementary School is committed to providing high quality educational opportunities that will inspire all students to aspire to learn, acquire the knowledge, and accomplish all standards.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Shore, Kristin	Principal	
Crosby, Sharon	Instructional Coach	
Hayden, Amanda	Teacher, K-12	
Gerdes, Barbara	Teacher, K-12	
Weller, Corinne	Assistant Principal	

Demographic Information

Principal start date

Tuesday 7/1/2014, Kristin Shore M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	87	90	106	68	93	101	0	0	0	0	0	0	0	545
Attendance below 90 percent	15	22	18	11	5	17	0	0	0	0	0	0	0	88
One or more suspensions	0	1	1	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	32	54	44	24	17	22	0	0	0	0	0	0	0	193
Level 1 on 2019 statewide Math assessment	29	54	51	30	13	16	0	0	0	0	0	0	0	193

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	25	49	39	20	10	16	0	0	0	0	0	0	0	159

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	

Date this data was collected or last updated

Wednesday 6/3/2020

Prior Year - As Reported

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	
Number of students enrolled	35	92	110	65	91	105	0	0	0	0	0	0	0	498
Attendance below 90 percent	0	16	11	4	6	15	0	0	0	0	0	0	0	52
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	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	20	25	0	0	0	0	0	0	0	45

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	2	12	0	0	0	0	0	0	0	14

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	35	92	110	65	91	105	0	0	0	0	0	0	0	498
Attendance below 90 percent	0	16	11	4	6	15	0	0	0	0	0	0	0	52
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	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	20	25	0	0	0	0	0	0	0	45

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	2	12	0	0	0	0	0	0	0	14

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	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	63%	50%	57%	62%	49%	55%
ELA Learning Gains	65%	56%	58%	57%	56%	57%
ELA Lowest 25th Percentile	57%	50%	53%	46%	54%	52%
Math Achievement	73%	62%	63%	75%	62%	61%
Math Learning Gains	71%	63%	62%	68%	63%	61%
Math Lowest 25th Percentile	53%	52%	51%	50%	54%	51%
Science Achievement	68%	48%	53%	70%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	51%	4%	58%	-3%
	2018	66%	50%	16%	57%	9%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	64%	52%	12%	58%	6%
	2018	63%	49%	14%	56%	7%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
05	2019	63%	50%	13%	56%	7%
	2018	51%	51%	0%	55%	-4%
Same Grade Comparison		12%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	61%	12%	62%	11%
	2018	68%	59%	9%	62%	6%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	73%	64%	9%	64%	9%
	2018	75%	60%	15%	62%	13%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
05	2019	67%	57%	10%	60%	7%
	2018	72%	61%	11%	61%	11%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	49%	17%	53%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	62%	56%	6%	55%	7%
Same Grade Comparison		4%				
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	37	65	65	47	60	52	41				
ELL	25	60		75	80						
ASN	84	80		100	90						
BLK	45	62	48	46	48	44	46				
HSP	62	59	64	74	75	64	54				
MUL	61	80		78	76						
WHT	68	62	63	79	76	50	80				
FRL	48	57	55	58	62	53	49				
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	40	44	33	49	50	27	57				
ELL	45			64							
ASN	83	75		96	88		90				
BLK	39	41	34	48	49	34	48				
HSP	59	44		70	64		57				
MUL	62	35		71	65						
WHT	68	61	62	81	78	62	76				
FRL	55	47	38	62	60	36	55				
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	32	45	38	51	57	62	36				
ELL	36	64		82	64						
ASN	65	61		100	94						
BLK	47	51	48	49	55	32	33				
HSP	62	54	40	75	64	55	56				
MUL	53	48		71	63		87				
WHT	71	65	43	83	71	71	85				
FRL	52	54	45	69	72	55	61				

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	62
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	47
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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.

Math LPQ Gains- 53%

Trend data indicates slow growth in gains and LPQ gains; students lack foundational skills to assist them in being proficient in math scores.

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

3rd Grade ELA Proficiency- 56% (drop of 10%)

Based on previous data, this group of students was performing at a lower level of proficiency when entering 3rd grade as compared to the students from the previous school years. In addition, some students exhibited social/emotional struggles which impacted learning.

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.

3rd Grade ELA Proficiency- 56% (2% behind the state average of 58%)

Based on previous data, this group of students was performing at a lower level of proficiency when entering 3rd grade as compared to the students from the previous school years. This group also included some students whom struggled with social/emotional behaviors which interrupted learning.

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

Reading LPQ Gains- 57% (14% growth)

Our school utilized Title 1 funds to supply our students in Reading LPQ with a Reading Interventionist.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Student Attendance and number of students scoring a Level 1 on the FSA in Reading, Math or both areas.

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

1. Reading Proficiency
2. LPQ Proficiency and Gains
3. Attendance
4. Student Behavior
5. Parent Engagement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Less than 50% (2.4 out of 5) of the classrooms in our school show standards-aligned assessments of student learning.
Measurable Outcome:	90% (4.5 out of 5) of our current core content teachers will engage in successful standards-aligned assessments
Person responsible for monitoring outcome:	Kristin Shore (shorek@duvalschools.org)
Evidence-based Strategy:	Standards-aligned assessments ensure that students are mastering grade-level standards
Rationale for Evidence-based Strategy:	Schools must ensure that students are receiving standards-based instruction and mastering grade level standards as evidenced on standards-aligned assessments

Action Steps to Implement

Provide teachers with grade level standards

Person Responsible Kristin Shore (shorek@duvalschools.org)

Provide teachers with training during Pre-Planning on building standards-aligned assessments; this consists of teacher-generated questions and/or a standards-aligned question bank

Person Responsible Kristin Shore (shorek@duvalschools.org)

Collaborate with grade levels in Administrative Common Planning to create standards-aligned assessments; review standards-aligned student tasks, unpack the standards, learning arcs

Person Responsible Kristin Shore (shorek@duvalschools.org)

Collaboratively analyze student data post-assessment to provide needed interventions, re-teaching, and/or adjustments to the standards-aligned instruction and assessment, if needed

Person Responsible Kristin Shore (shorek@duvalschools.org)

Coordinate teacher and data identified needed interventions with our Full-Time Media Specialist, Reading Interventionist and math Interventionist to streamline interventions for grade-level standards students have not yet mastered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- Attendance: Provide monthly rewards for students on time and present on selected days. Continue to inform families of the importance of being on-time and present daily and the negative impact of missing school.**
- Student Behavior: Develop a flow chart and school incident reporting system with the MLT to provide students, staff and families with consistent response to inappropriate behaviors. Focus on behavioral intervention strategies at monthly PD aligned with the greatest need observed from the latest discipline data.**
- Parent Engagement: Increase the timeliness and amount of communication provided to families regarding school events as well as extending our communication methods through Social Media.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

-Parent nights for Math, Science and ELA will serve as an opportunity for the school to share the curriculum of our District/school, assessment achievement levels and requirements and answer questions for families. Open Houses will provide an overview of academic and behavioral expectations and school procedures, including how to address specific concerns or needs.

-School-Parent Compact forms and conferences with teachers will be held in the first semester.

-Title 1 Parent Meetings will take place at designated times (to precede a parent night event) indicated to be convenient by our families on previous surveys. We will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title 1 programs by inviting and engaging parents in the developmental meeting, annual meeting and SAC.

-Through the use of our parent nights and business/ faith-based and volunteer partnerships, we will increase the attendance of families to each event as well as improve communication between home and school on an ongoing basis. We will continue to highlight our partnerships with local businesses and communities on our school campus, our website, school newsletters and at the businesses/churches.

-The Parent Resource room will be a safe space for families to engage in the school setting by hosting/ participating in learning sessions, checking out materials, utilizing supplies and resources and volunteering to organize or utilize non-perishable food items and coordinate with our business/faith-based partners. The advertisement of our Parent Resource Room will occur through Blackboard Communicator (email, text, phone), website, Social Media, flyers, events, and tours to increase usage.

Parent Family and Engagement Plan (PFEP) Link

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