

Duval County Public Schools

Spring Park Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (41%) 2016-17: C (43%) 2015-16: C (53%)
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.

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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)	2019-20 Title I School	2019-20 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	85%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities 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.
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

Name	Title	Job Duties and Responsibilities
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apply with different resources that meet the needs of the students' academic progress.

Demographic Information

Principal start date

Saturday 7/1/2017, Davina Parker S

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.*

0

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.*

7

Total number of teacher positions allocated to the school

26

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)	100%
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* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (41%)

	2016-17: C (43%) 2015-16: C (53%)
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 .	

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	71	69	70	70	72	62	0	0	0	0	0	0	0	414
Attendance below 90 percent	19	20	10	19	10	9	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	0	0	0	0	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	33	54	50	47	28	21	0	0	0	0	0	0	0	233
Level 1 on 2019 statewide Math assessment	49	57	56	53	30	25	0	0	0	0	0	0	0	270

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	34	52	48	45	26	20	0	0	0	0	0	0	0	225

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	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	2	1	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Friday 8/7/2020

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	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	0	0	0	0	0	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	
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	

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	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	
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	

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	
	(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	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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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						

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
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%	0
English Language Learners	
Federal Index - English Language Learners	51

English Language Learners	
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	61
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	50
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	48
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	66
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	54
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.

Although we have experienced a significant increase in ELA achievement; our overall data reflects that we are still below 50% in achievement for ELA, Math, and Science. Based on the information gathered from our Standards walk through data collection these low performances are attributed to the lack of grade level standard alignment with student work/assigned task. We did see an increase in achievement, but the data is clear that grade level standard aligned instruction coupled with student work and assigned tasks should be an area of focus.

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

Science Achievement was the greatest decline from the prior year's achievement. This significant drop is attributed to grade level standard aligned instruction and student work/assigned tasks.

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 gaps when comparing Spring Park's data to the state average are in math and science achievement. This is attributed to instructional practices and assigned student tasks and were focused largely on filling the gaps from previous grade levels instead of providing a balance of decent exposure to grade level standard aligned instruction and repairing the instructional gaps of previous grades.

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

Our greatest improvement was in the area of overall gains in Math and ELA. We developed a strategic plan to work on standards using the FCIM model of addressing students' deficiencies in ELA and Math grade level standard. We pulled small groups of our LPQ's with a strategic focus on standards close to mastery. In addition, we constantly monitored the effectiveness of small group instruction.

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

The level of proficiency of our ESE and our ESOL populations is the lowest among the other subgroups. This is an area of concern that needs to be addressed with more exposure to grade level text and items based on proper alignment of instruction and student tasks.

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

1. Increase achievement/proficiency percentage in Math, ELA and Science with increased exposure to grade level standard aligned instruction and student assigned tasks
2. Continue momentum with increasing student gains
3. Closely monitor achievement levels in all subject areas of our ESE and ESOL subgroups
4. Provide a learning atmosphere that positively deals with trauma and enables students to grow academically by removing behavioral barriers

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Spring Park Elementary's achievement level is below 50% in all subject areas. In our 5 Essentials survey summary most indicated that there is a need for students ownership of their learning, identifying areas of improvement within a grade level standard. However, this is dependent upon teacher explanation of grade level standards and corresponding assigned tasks and assessments. Based on our assessment data coupled with our 5 Essentials survey summary and our standards walk through tool, there is significant overlap as it relates to lack of grade level standards alignment to instruction, student assigned tasks and appropriate rigor level to enable students to perform on grade level.

Measurable Outcome:

85% of instructional staff will engage in planning protocols that will enable successful alignment to grade level standards and appropriate rigor for instruction, tasks, and assessments.

Person responsible for monitoring outcome:

Davina Parker (parkerd3@duvalschools.org)

Evidence-based Strategy:

Instructional delivery ensures that students are exposed to standards aligned instruction, tasks, and assessments. The success of this goal will be monitored through the data provided via PMA's and other assessments showing an increase of students ability to perform on assessments and exit tickets.

Based on Standards Walkthrough Tool, our team can measure classrooms effectiveness with standards aligned instruction and experiences through assigned tasks in core classes.

Rationale for Evidence-based Strategy:

Based research provided by our District wide article study of the Opportunity Myth, we are to ensure that students are regularly exposed to standards aligned and grade appropriate instruction, so that we our students receive instructional experiences they can apply on all assessments as well as real world situations.

Action Steps to Implement

Provide training and professional development focus for teachers to develop learning arcs for each standard during pre-planning, Common Planning, and WOW Wednesdays.

Person Responsible

Toby Brandon (brandont1@duvalschools.org)

Provide ongoing Professional Development and planning opportunities for teachers to successfully plan instruction and assign tasks using the Achievement Level Descriptors, Item-Specifications, and standards progression tools during Common Planning and WOW Wednesdays professional development.

Person Responsible

Davina Parker (parkerd3@duvalschools.org)

Weekly standards alignment walk through's to monitor the teacher understanding and successful implementations of aligned instructional strategies and student assigned tasks.

Person Responsible

Davina Parker (parkerd3@duvalschools.org)

Teacher and Leadership Teams trained by DAT team will create spreadsheets for monitoring student academic progress and triangulate individual student data for subgroups using a unified data tracking system.

Person Responsible

Taylor Polk (polkc@duvalschools.org)

Re-calibration with administration and leadership team on standards walk through tool and grade level standards alignment with instruction and student tasks.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

District Specialist Monthly support with data chats, visitations of classrooms, and common planning/WOW Wednesday planning.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Math and Reading Coach will model and support planning and implementation of standards aligned instruction and development of student tasks.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Monthly Data chats on the district resources of Freckle, Acaletics, Reading Mastery, Corrective Reading, Achieve 3000 and i-Ready to ensure the success of standards aligned instruction and student tasks.

Person Responsible Ami Thomas (thomasa@duvalschools.org)

Math and Reading Coach will facilitate a peer observation learning experience through model classrooms that include the observation, debrief and follow-up practice for the focused shift.

Person Responsible Taylor Polk (polkc@duvalschools.org)

Additional Title I Paraprofessional will provide additional instructional support and remediation to our ESOL subgroups. This Paraprofessional will be responsible for ensuring that all instructional materials used in small groups are aligned to grade level standards.

Person Responsible Taylor Polk (polkc@duvalschools.org)

Instructional standard aligned field trips to expose give our students unique educational experiences with grade-level standards.

5th Grade Science Field trip-Star-Base is desgined to give our 5th graders 1 week of lab work that cover several science standards that are tested.

Museum of Science and History and the Jacksonville Zoo standards aligned field trips for grades Pre-Kindergarten through 5th grade

Theater Works field trips are aligned to English Language Art standards and the Cummer Museum standards aligned field trip are aligned to social studies standards

Person Responsible Toby Brandon (brandont1@duvalschools.org)

Web based software licenses for Freckle (grades K-3), Reflex Math, Brain Pop, Flocabulary are designed to provide remediation and enrichment standards aligned activities for students.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Supplemental instructional materials used to provide standards aligned remediation support to students in the area of math and reading.

Person Responsible Ami Thomas (thomasa@duvalschools.org)

Allows the teacher to create an interactive screen using any hard surface allow for more inquiry based learning and flexible grouping and opportunities for students to practice mastery skills.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Instructional materials and supplies provided by Title I to ensure effective communication with parents and students regarding their academic progress via data chats, IEP reviews, and parent trainings on understanding standard align instruction and student tasks.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

International Baccalaureate program stipends provided by Title I to support professional development to our instructional staff regarding standard aligned instruction incorporated with IB standards/Requirements B2.3 the school ensures that teachers and administrators receive IB recognized professional development . B 2.3a The school implies with the IB professional development requirement.

Person Responsible Griffin Lyon (lyong@duvalschools.org)

Staff will participate in Instructional Roundings every semester and quarterly vertical articulation to self evaluate our effectiveness with reaching our goal.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Monthly meetings and quarterly school standards walk through with my assigned SIP colleague to monitor and collaborate on addressing school needs.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Our 5 Essentials survey summary shows a need for Spring Park Elementary School to implement a successful positive behavioral intervention program with supports that engages parent involvement and provides supports to address the social/emotional needs of all stakeholders, then student achievement, school climate, and culture will improve.

Measurable Outcome: 85% of teachers will grow from effective to highly effective in Domain 2 of CAST, an increase in innovative opportunities to engage parents with school operations, and decrease of ODR referrals for subgroups to 2.5 or less through the implementation of Calm Classroom.

Person responsible for monitoring outcome: Toby Brandon (brandont1@duvalschools.org)

Evidence-based Strategy: Review and implement newer strategies School-Wide Behavioral Management Program Calm Classroom 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 Steps to Implement

Calm Classroom Professional Development for Teachers and Facilitators provided by the District via Calm Classroom Academy and Team Trainings.

Person Responsible Amanda Hoag (hoaga@duvalschools.org)

Monitor and observation of daily Calm Classroom strategies implementations during scheduled times and provide feedback

Person Responsible Davina Parker (parkerd3@duvalschools.org)

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 Toby Brandon (brandont1@duvalschools.org)

Increase parent/teacher communication through the use Class Dojo and Microsoft Office Teams

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Monthly Calm Classroom Strategy training by School Facilitator

Person Responsible Amanda Hoag (hoaga@duvalschools.org)

Quarterly rewards/incentives for families who provide communication of how Calm Classroom strategies are used at home

Person Responsible Amanda Hoag (hoaga@duvalschools.org)

School Counselor will facilitate trainings on Sanford Harmony, teach Second Step to grades kindergarten through 5 and conduct small group interventions with students

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.

We will provide monthly data chats with instructional staff to monitor and re-calibrate instructional standards focus for identified subgroups and monthly review of effectiveness of interventions for social and emotional learning.

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.

The school will continue its momentum of effective and concise communication with parents using our social media tools, Class Dojo, and Microsoft Office Teams. Spring Park Elementary will provide family nights whether face-to-face or virtual for every subject area and provide creative opportunities for parents to engage in school activities and events.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$204,424.87
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0721 - Spring Park Elementary School	Title, I Part A		\$137,916.20

			<i>Notes: Instructional Coaches for Math and ELA will provide professional development and support to teachers. In addition, work with strategic small groups.</i>			
	5100	150-Aides	0721 - Spring Park Elementary School	Title, I Part A		\$23,987.16
			<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>			
	5100	330-Travel	0721 - Spring Park Elementary School	Title, I Part A		\$8,005.00
			<i>Notes: Instructional standard aligned field trips to expose give our students unique educational experiences with grade-level standards.</i>			
	7800	390-Other Purchased Services	0721 - Spring Park Elementary School	Title, I Part A		\$6,500.00
			<i>Notes: Transportation for Instructional standard aligned field trips.</i>			
	5100	369-Technology-Related Rentals	0721 - Spring Park Elementary School	Title, I Part A		\$14,335.00
			<i>Notes: enrichment & intervention standards aligned instructional support for reading and math whole group instruction.</i>			
	5100	510-Supplies	0721 - Spring Park Elementary School	Title, I Part A		\$3,159.20
			<i>Notes: Supplemental instructional materials used to provide standards aligned remediation support to students in the area of math and reading.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0721 - Spring Park Elementary School	Title, I Part A		\$6,990.00
			<i>Notes: Allows the teacher to create an interactive screen using any hard surface allow for more inquiry based learning and flexible grouping and opportunities for students to practice mastery skills.</i>			
	6400	120-Classroom Teachers	0721 - Spring Park Elementary School	Title, I Part A		\$1,250.00
			<i>Notes: International Baccalaureate program stipends provided by Title I to support professional development to our instructional staff regarding standard aligned instruction incorporated with IB standards/Requirements B2.3 the school ensures that teachers and administrators receive IB recognized professional development . B 2.3a The school implies with the IB professional development requirement.</i>			
	5100	510-Supplies	0721 - Spring Park Elementary School	Title, I Part A		\$2,282.31
			<i>Notes: Instructional materials and supplies provided by Title I to ensure effective communication with parents and students regarding their academic progress via data chats, IEP reviews, and parent trainings on understanding standard align instruction and student tasks.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$1,305.35
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6100	160-Other Support Personnel	0721 - Spring Park Elementary School	Title, I Part A		\$117.35
			<i>Notes: 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</i>			
	6100	370-Communications	0721 - Spring Park Elementary School	Title, I Part A		\$588.00

			<i>Notes: 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</i>			
	6100	390-Other Purchased Services	0721 - Spring Park Elementary School	Title, I Part A		\$600.00
			<i>Notes: 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</i>			
Total:						\$205,730.22