

Duval County Public Schools

# Hogan Spring Glen Elementary School



2021-22 Schoolwide Improvement Plan

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# Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

## Demographics

**Principal: Katherine Stalls**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (71%) 2017-18: A (66%) 2016-17: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Our Vision is to ensure every student is inspired and prepared for success in college or a career and life.

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

Our Mission is to provide educational excellence in every classroom, for every student, every day.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
White, Robyn	Principal	
Beck, KaShay	Assistant Principal	

### Demographic Information

**Principal start date**

Wednesday 7/1/2020, Katherine Stalls

**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.*

1

**Total number of teacher positions allocated to the school**

31

**Total number of students enrolled at the school**

470

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

**Demographic Data**

### Early Warning Systems

**2021-22**

**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	76	76	76	74	70	60	0	0	0	0	0	0	0	432
Attendance below 90 percent	31	27	22	28	23	20	0	0	0	0	0	0	0	151
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	2	1	0	2	0	0	0	0	0	0	0	0	0	5
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**

Monday 7/19/2021

**2020-21 - 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	61	80	66	69	51	52	0	0	0	0	0	0	0	379
Attendance below 90 percent	0	0	0	2	7	6	0	0	0	0	0	0	0	15
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10



**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	2	0	1	11	14	0	0	0	0	0	0	0	28

**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	3	4	5	9	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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	61	80	66	69	51	52	0	0	0	0	0	0	0	379
Attendance below 90 percent	0	0	0	2	7	6	0	0	0	0	0	0	0	15
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

**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	2	0	1	11	14	0	0	0	0	0	0	0	28

**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	3	4	5	9	0	0	0	0	0	0	0	21
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 Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	50%	57%	59%	50%	56%
ELA Learning Gains				56%	56%	58%	53%	51%	55%
ELA Lowest 25th Percentile				62%	50%	53%	53%	46%	48%
Math Achievement				79%	62%	63%	77%	61%	62%
Math Learning Gains				85%	63%	62%	75%	59%	59%
Math Lowest 25th Percentile				82%	52%	51%	68%	48%	47%
Science Achievement				80%	48%	53%	80%	55%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	55%	51%	4%	58%	-3%
Cohort Comparison						
04	2021					
	2019	51%	52%	-1%	58%	-7%
Cohort Comparison		-55%				
05	2021					
	2019	42%	50%	-8%	56%	-14%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	61%	9%	62%	8%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-70%				
05	2021					
	2019	73%	57%	16%	60%	13%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	79%	49%	30%	53%	26%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

K-2 iReady, 3-5 District PMA

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	44	67
	Economically Disadvantaged	11	42	70
	Students With Disabilities	0	33	56
	English Language Learners	0	17	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	30	64
	Economically Disadvantaged	8	24	64
	Students With Disabilities	0	22	44
	English Language Learners	8	9	45
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	46	50
	Economically Disadvantaged	32	49	50
	Students With Disabilities	33	20	20
	English Language Learners	13	29	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	30	41
	Economically Disadvantaged	14	29	44
	Students With Disabilities	0	0	40
	English Language Learners	7	36	19

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	35	42
	Economically Disadvantaged	44	30	41
	Students With Disabilities	33	9	9
	English Language Learners	8	6	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	39	37
	Economically Disadvantaged	50	40	40
	Students With Disabilities	25	10	13
	English Language Learners	25	19	20

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	34	33
	Economically Disadvantaged	32	35	31
	Students With Disabilities	25	22	18
	English Language Learners	0	22	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	28	48
	Economically Disadvantaged	26	29	56
	Students With Disabilities	25	22	40
	English Language Learners	0	0	9

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		36	40	48
	Economically Disadvantaged		30	38	43
	Students With Disabilities		8	8	10
	English Language Learners		14	13	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		55	58	60
	Economically Disadvantaged		50	53	59
	Students With Disabilities		25	25	40
	English Language Learners		25	25	38
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		48	49	53
	Economically Disadvantaged		39	43	49
	Students With Disabilities		8	17	0
	English Language Learners		13	13	13
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	14	23		28	23		8				
ELL	32	40		47	40		36				
ASN	56			72							
BLK	30	25		42	45		10				
HSP	43	47		55	41		44				
WHT	60			57							
FRL	42	38		54	38		29				
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	21	23		58	77		60				
ELL	43	47		67	79						
BLK	46	45		68	79	85	71				

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
HSP	51	67		75	83		83				
WHT	56	61		94	91		83				
FRL	52	54	50	78	83	80	77				
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	54	38	40	65	75	70					
ELL	31			56							
BLK	60	64		74	75	58	69				
HSP	56	53		66	76						
MUL	50			86							
WHT	62	44		86	72		92				
FRL	60	55	53	76	72	67	78				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	41
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	65
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	59
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

- All students and ED students are performing at comparable rates.
- Students with disabilities need additional support in order to improve the number of students proficient.
- English language learners needs additional support in order to improve proficiency the number of students proficient.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Reading proficiency declines as students progress through the grades. Additional intervention is needed in earlier grades to improve the number of students reaching proficiency.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The master schedule allowed for a walk to read model in grades K-2 to support targeted reading instruction in foundational skills. The master schedule for the upcoming year will include time built into each school day for instruction to meet needs for remediation and interventions for those students demonstrating a need. Students with disabilities and English language learners had decreased support time to the minimum time listed in their IEP or support plans based on the number of students learning from home as well as in person. This upcoming year, all students will be in person which will allow scheduling of support to occur to exceed the minimum number of minutes in their support plans.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

In looking at our progress monitoring data, our first grade students made the most improvement this school year. The 2019 state assessment data shows that math made the most improvement.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

For the progress monitoring data, first grade teachers were able to use opportunities for small group instruction to close gaps in learning. This was built into the master schedule for both reading and math. For the state assessment data in 2019, teachers used standards based instruction to ensure students were prepared for assessment.

#### **What strategies will need to be implemented in order to accelerate learning?**

All students will have opportunities daily for standard based instruction as well as interventions provided to meet individual needs. This will be built into the master schedule for teachers to use daily. A Reading Interventionist will target and support students with gaps in foundational skills. Data will be monitored frequently to make adjustments to groups.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**



Teachers will have weekly common planning with both the reading and math coach. In addition, we will rotate grade to meet in PLC's twice each month for an extended period of time. Coaches will complete individual coaching cycles with teachers as needs are presented. Mentor teachers will have designated days and times to meet with the novice teachers they are assigned to.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To address sustainability, teachers will communicate with the interventionist and coaches through common planning to discuss interventions being used as well as student progress and data. Coaching cycles and mentor meetings will support teacher retention through providing high levels of support. Standard based resources will continue to be implemented with an eye to how they align to the new BEST standards for reach grade and content. All teachers will receive professional development on the BEST standards across the school year to ensure a smooth transition.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Instructional Coaching**

**Area of Focus Description and Rationale:** Due to the high teacher turnover that occurred in 2019-2020, many teachers in high accountability areas are new to their content area, new to teaching (within their first 3 years) or both. Teacher development is a top priority in ensuring that our school continues to improve its performance. Hiring skilled individuals to serve as content coaches will allow the school to build instructional capacity and improve learning across the building.

**Measurable Outcome:** Content-based coaches will meet with teachers weekly to plan data-driven standards-aligned instruction and tasks. They will also conduct professional development and coaching cycles to meet teacher needs. This will lead to an increase in achievement of students who reach proficiency in ELA to 48% and Math to 60%.

**Monitoring:** The administrators will monitor common planning through lesson plan submission and coaching cycles as well as through classroom observations. Progress monitoring data will be monitored to ensure students are meeting the expectation of the standards.

**Person responsible for monitoring outcome:** Robyn White (whiter4@duvalschools.org)

**Evidence-based Strategy:** Strategic Hiring and Teacher Retainment

**Rationale for Evidence-based Strategy:** Hiring top-quality highly skilled individuals with successful teaching experience and expert pedagogy will add to the human capital in the building and these individuals will be able to assist in teacher development.

**Action Steps to Implement**

Hire and develop content coaches in the role of the coach including how to facilitate coaching cycles that improve instructional practices

**Person Responsible** Robyn White (whiter4@duvalschools.org)

Support common planning and professional development to ensure teachers are receiving the support needed to plan and deliver effective instruction

**Person Responsible** Robyn White (whiter4@duvalschools.org)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Our data demonstrates that there are subpopulations of students with identified deficits that can not be improved through core instruction alone. Additional support is needed in small groups to differentiate instruction and provide individualized learning. Through the hiring of a reading interventionist and tutors, we can provide a greater number of students with more targeted support. Reading interventionist will administer and monitor reading interventions and small groups for students. Tutors will be assigned to struggling students to provide additional support before, during and after school.

**Measurable Outcome:** With the support and data monitoring being provided to students, proficiency and learning gains will increase. This will lead to an increase in achievement of students who reach proficiency in ELA to 48% and Math to 60%.

**Monitoring:** Admin will meet regularly with reading interventionist and tutors to assess the progress of the students and adjust groupings and interventions as needed using progress monitoring data for the programs being implemented as well as district progress monitoring data. Teachers, interventionists and tutors will collaborate to ensure students are receiving targeted instruction and making growth.

**Person responsible for monitoring outcome:** Robyn White (whiter4@duvalschools.org)

**Evidence-based Strategy:** Strategic Hiring and Differentiated Instruction

**Rationale for Evidence-based Strategy:** Individuals skilled in providing targeted support and well versed in literacy pedagogy will be able to provide effective small group instruction to students. Tutors with instructional experience will be used to support additional instruction using materials and a data tracking component to ensure mastery and growth.

**Action Steps to Implement**

Identify students needing support and create groups for targeted instruction. Align tutors and materials where they will most benefit the students in need.

**Person Responsible** Robyn White (whiter4@duvalschools.org)

### #3. Culture & Environment specifically relating to Parent Involvement

**Area of Focus Description and Rationale:**

A number of our students in each subgroup require additional support and continuity between school and home. Improving parent engagement, as a whole, but primarily for these students, will improve the success they have in the classroom in decreasing gaps and increasing attendance and proficiency. Our parent liaison will connect parents with the resources available in the resource room that meet the needs of their children as well. We want parent engagement to improve as measured by the number of parents linked and responding on our various platforms, such as FOCUS and ClassDojo. Our Parent liaison would assist parents in accessing the platforms and coordinate the checking out of materials from the resource room.

**Measurable Outcome:**

Our goal is that 100% of parents are connected both in the Focus system to view grades and attendance as well as ClassDojo to receive school updates and classroom notifications.

**Monitoring:**

Admin would monitor the usage of the parent resource room and the linked accounts to the FOCUS system.

**Person responsible for monitoring outcome:**

KaShay Beck (beckk@duvalschools.org)

**Evidence-based Strategy:**

Parental engagement is a tenet to student success. Hiring an individual to focus on getting parents connected and coordinated with the proper resources will improve a parent's ability to influence student success positively.

**Rationale for Evidence-based Strategy:**

This position will provide additional support in helping parents navigate the various tasks that will improve their engagement with the school, the curriculum, and their students' educational success.

#### Action Steps to Implement

Identify and hire a liaison who has proven experience in supporting parents and families in the educational process

**Person Responsible**

KaShay Beck (beckk@duvalschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Discipline data recorded was at 0 instances. We will continue to support students and create systems to improve discipline.**

### 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.

The school staff as a whole spent time analyzing 5 Essentials data and created a plan moving into this year to collaboratively work in four teams, each with it's own focus. The teams came directly from the feedback teachers provided both in the survey an in the collaborative sessions. One team will address students success, one to support the staff, one to engage the community and stakeholders and one to look at rebranding and marketing our school. These teams will create goals based off of objectives created in the sessions and work together towards them.

Customer service for our families remains a key ingredient to our school so that each parents is supported consistently from their first visit for enrollment to the end of their time here.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our partnership with faith-based partner Spring-Glen United Methodist continues to be a strong relationship. Church members manage and support weekly food distribution initiative as well as provide encouragement and materials to teachers and students.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$133,022.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0641 - Hogan Spring Glen Elementary School	Title, I Part A		\$133,022.00
			<i>Notes: Reading and Math Coaches</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$87,079.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0641 - Hogan Spring Glen Elementary School	Title, I Part A		\$72,092.98

			<i>Notes: Reading Interventionist</i>			
	5900	120-Classroom Teachers	0641 - Hogan Spring Glen Elementary School	Title, I Part A		\$14,986.02
			<i>Notes: Tutoring</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Parent Involvement</b>				<b>\$8,799.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	160-Other Support Personnel	0641 - Hogan Spring Glen Elementary School	Title, I Part A		\$8,799.00
			<i>Notes: Parent Liason</i>			
					<b>Total:</b>	<b>\$228,900.00</b>