

Duval County Public Schools

Spring Park Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	27
Budget to Support Goals	27

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: 7/26/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	27

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)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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 community will embrace the concept of a global society that will develop inquiring, principled and caring youth who will be involved in the betterment of their communities and in the world at large.

Provide the school's vision statement.

We envision Spring Park International Baccalaureate Elementary School, guided by a dedicated staff, as an international gateway to our children's futures, enabling students to become inquiring lifelong learners, who recognize and respect each others' uniqueness, and who will become productive citizens of our global community.

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
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.
Hoag, Amanda	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
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.
Polk, Taylor	Reading 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	Math Coach	Instructional math coach provides support to general education teachers in implementing core standards based instruction; participates in student data collection and analysis; collaborates Thomas, Instructional 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.
King, Charita	Instructional Coach	The Instructional coach is responsible for monitoring, and providing support for our International Baccalaureate Primary Years Program. The Instructional Coach provides support to the teachers on implementing the standards and program criteria for IB into the the daily instructional practices for Math, ELA, and Science. Participates in student data collection and analysis; collaborates with staff to implement 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.

Demographic Information

Principal start date

Monday 7/26/2021, 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

20

Total number of students enrolled at the school

490

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

0

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

1

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	63	65	65	67	55	74	0	0	0	0	0	0	0	389
Attendance below 90 percent	0	25	23	22	20	24	0	0	0	0	0	0	0	114
One or more suspensions	0	0	3	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	1	0	1	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	13	32	46	26	55	0	0	0	0	0	0	0	172
Level 1 on 2019 statewide FSA Math assessment	0	14	30	44	36	55	0	0	0	0	0	0	0	179
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	13	29	41	30	35	0	0	0	0	0	0	0	148

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	1	0	7	1	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 7/26/2021

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	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

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	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

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				47%	50%	57%	33%	50%	56%
ELA Learning Gains				59%	56%	58%	39%	51%	55%
ELA Lowest 25th Percentile				59%	50%	53%	36%	46%	48%
Math Achievement				45%	62%	63%	43%	61%	62%
Math Learning Gains				57%	63%	62%	53%	59%	59%
Math Lowest 25th Percentile				58%	52%	51%	28%	48%	47%
Science Achievement				34%	48%	53%	54%	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	43%	51%	-8%	58%	-15%
Cohort Comparison						
04	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-43%				
05	2021					
	2019	38%	50%	-12%	56%	-18%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	61%	-27%	62%	-28%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	64%	-7%
Cohort Comparison		-34%				
05	2021					
	2019	29%	57%	-28%	60%	-31%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready ELA Math/ELA for Grades K-2

Progress Monitoring Assessments for Math/Science/ELA Grades 3-5

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	18%	36%
	Economically Disadvantaged	4%	14%	19%
	Students With Disabilities	0%	12.5%	62.5%
	English Language Learners	2%	2%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	17%	41%
	Economically Disadvantaged	5%	16%	45%
	Students With Disabilities	12.5%	38%	75%
	English Language Learners	0%	3%	19%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3%	12%	24%
	Economically Disadvantaged	4%	9%	20%
	Students With Disabilities	0%	1%	9%
	English Language Learners	0%	0%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	11%	27%
	Economically Disadvantaged	2%	8%	24%
	Students With Disabilities	2%	3%	27%
	English Language Learners	0%	3%	9%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13%	16%	25%
	Economically Disadvantaged	7%	12%	22%
	Students With Disabilities	22%	22%	22%
	English Language Learners	22%	26%	47%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	21%	19%
	Economically Disadvantaged	9%	20%	15%
	Students With Disabilities	11%	22%	11%
	English Language Learners	10%	20%	15%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	12%	5%
	Economically Disadvantaged	3%	9%	3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	2%	7%
	Economically Disadvantaged	3%	3%	6%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	21%	25%
	Economically Disadvantaged			
	Students With Disabilities	8%	17%	8%
	English Language Learners	11%	17%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	8%	13%
	Economically Disadvantaged			
	Students With Disabilities	8%	8%	8%
	English Language Learners	2%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	2%	28%	23%
	Economically Disadvantaged			
	Students With Disabilities	8%	16%	8%
	English Language Learners	5%	14%	10%

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	3	40		17	50		17				
ELL	16	42	55	26	46		25				
ASN	58			71							
BLK	22	45		29	36		17				
HSP	21	48		25	44		29				
MUL	73			55							
WHT	38			32							
FRL	35	52	64	39	43	20	33				
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				

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
ASN	58	50		58	70						
BLK	38	60	82	38	51	47	36				
HSP	38	55	40	44	54	64	14				
WHT	71	70		57	74		60				
FRL	44	57	65	44	54	61	32				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	13		21	41						
ELL	15	28	26	37	41	19					
ASN	31	30		54	64						
BLK	31	38		39	54	30	52				
HSP	22	40	33	41	53	25	44				
WHT	48	46		49	50		70				
FRL	30	38	43	38	48	25	52				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	70
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Based on our Progress Monitoring Assessment Data we did not experience steady growth in ELA achievement; our overall data reflects that we are still below 50% in achievement for ELA, Math, and Science. We believe that this the lack on continuity and consistency cause by the pandemic really impacted our academic momentum in these academic areas. 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 tasks and assessments. We did see an increase in achievement, but the data is clear that grade level standard aligned instruction coupled with student driven work and assigned tasks should be an area of focus.

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

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. However, we did see significant growth momentum based on the Science PMA's for 2020-2021. Based on our Standards walk through this momentum was attributed to Learning Arcs and the ability to assign standards aligned student tasks that promoted student inquiry and independent problem solving. In addition, utilizing the standard aligned assessments' data to drive our science instruction.

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 contributing factors to our need of improvement are the lack of consistency, continuity, student lead inquiry, standards aligned student tasks that are student driven, using standards aligned formative assessments through out the instructional time to drive instruction, and a balance of providing students with strategic scaffolds that will enable students to successfully grapple with grade-level standards align tasks.

Use Common Planning and Grade-Level PLC's to work collaboratively on standards aligned instruction and develop sound scaffolds that will lead to student agency and ownership of standards expectations. Develop a strategic plan to work on standards using the FCIM model of addressing student s' deficiencies in ELA, Math, Science grade level standards. Use targeted small groups of our LPQ 's with a strategic focus on standards close to mastery. Constantly monitor the effectiveness of small group instruction and scaffolds.

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

Our greatest improvement was in the area of overall gains in Math and ELA. In addition, we experienced growth momentum in 5th grade Science.

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

We developed a strategic plan to work on standards using the FCIM model of addressing student s' deficiencies in ELA, Math, and Science 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. In addition, we gave more opportunity for students to lead and take ownership of the standards aligned tasks and independent practice. This afforded the students the opportunity to support one another through peer-to-peer feedback and problem solving.

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

1. Continue maximum exposure to grade-level standards, text, standards aligned student tasks
2. Decrease Teacher talk and promote more opportunity for student led inquiry and agency
3. Strategically assign, monitor, and use formative assessments to drive whole group instruction, small group instruction, and tiered intervention.
4. Utilize concepts of the International Baccalaureate Primary Years program to enhance and enrich learning experiences.

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.

1. Professional development on create student inquiry based classroom
2. Professional development on creating standards aligned student tasks that are student oriented and driven
3. Professional development training in the magnet program International Baccalaureate Primary years program
4. School -Wide Article study on Growth Mindset and Culturally and Linguistically Responsive Teaching and Learning
5. Professional development on implementing proper scaffolds to close the learning gap in ELA and Math

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

1. Closely monitor achievement levels in all subject areas of our ESE and ESOL subgroups.
2. Implement strategic interventions to promote achievement in ELA, Math, Science.
- 3.. Increase achievement/proficiency percentage in Math, ELA and Science with increased exposure to grade level standard aligned instruction and student assigned tasks
4. Continue momentum with increasing student gains
5. Closely monitor achievement levels in all subject areas of our ESE and ESOL subgroups5. 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. 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. However, significant improvement in this area of focus is dependent upon fully implementing the International Baccalaureate Primary Years program, which is a internationally recognized and researched instructional program that promotes academic achievement in the core subjects of reading, writing, math, and science using strategic student-based inquiry approach to learning. In addition, teacher in-depth content knowledge to develop student driven tasks and formative assessments that are aligned to grade-level standards.
Measurable Outcome:	85% of instructional staff will engage in planning protocols, professional development that support the International Baccalaureate instructional practices that will enable successful alignment to grade level standards and appropriate rigor for instruction, tasks, and assessment.
Monitoring:	<ol style="list-style-type: none"> 1. Administration and Instructional Coaches will conduct weekly Standards Walk Throughs to determine areas of needed continued support for teachers with standards aligned instruction, tasks, and assessments 2. International Baccalaureate Program Grade-Level reflections and assessments to monitor the effectiveness of program implementation and student achievement growth and momentum 3. Data Disaggregation of Progress Monitoring Assessments to monitor increase of students' ability to perform on grade-level
Person responsible for monitoring outcome:	Davina Parker (parkerd3@duvalschools.org)
	Implementing Learning Arcs and the utilization of Standards Walk Through tool which are researched based practices to monitor the adequate exposure to standards aligned and grade appropriate instruction.
Evidence-based Strategy:	Collaborative Planning to provide teachers the opportunity to strengthen instructional practices, share and develop student led standards aligned tasks and formative assessments.
Rationale for Evidence-based Strategy:	<p>Fully implementing the International Baccalaureate Primary Years program, which is a internationally recognized and researched instructional program that promotes academic achievement in the core subjects of reading, writing, math, and science using strategic student-based inquiry approach to learning.</p> <p>Standards Walk Through Tool, Learning Arc and Collaborative Planning are researched based strategies that are supported District wide based on the article study of the Opportunity Myth, we are to ensure that students are regularly exposed to standards aligned and grade appropriate instruction.</p> <p>The International Baccalaureate Primary Years program was selected because it is our current magnet program that is internationally researched based and proven to significantly</p>

move student academic achievement levels. The IB program supports schools and teachers to provide a rigorous high quality education offering professional development that improves pedagogy, stakeholder agency, and leadership.

Action Steps to Implement

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 Amanda Hoag (hoaga@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 Ami Thomas (thomasa@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, assessments, and development of student tasks.

Person Responsible Ami Thomas (thomasa@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 Amanda Hoag (hoaga@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 Charita King (kingc2@duvalschools.org)

Additional Title I School Tutor will provide additional instructional support and remediation to our LPQ's and our subgroups. The School Tutor will be responsible for ensuring that all instructional materials used in small groups are aligned to grade level standards and utilize appropriate scaffolds to close the achievement gap.

Person Responsible Ami Thomas (thomasa@duvalschools.org)

Web based software licenses for Freckle (grades K-2), Gizmo Science & Math (Grades 2-5), Reflex Math, Brain Pop, Flocabulary are designed to provide remediation and enrichment standards aligned activities for students.

Person Responsible Amanda Hoag (hoaga@duvalschools.org)

Supplemental instructional materials used to provide standards aligned remediation support to students in the area of math and reading such as Scholastic Reading, Math, and Science Readers, and Curriculum and Associates STAMS and STARS reading and math standards based intervention materials.

Person Responsible Amanda Hoag (hoaga@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 Amanda Hoag (hoaga@duvalschools.org)

International Baccalaureate program professional development provided by Title I to support our instructional staff regarding student-based inquiry instructional practices, standards aligned instruction incorporated with IB standards/Requirements B2.3 the school ensures that teachers and administrators receive IIB recognized professional development . B 2.3a The school complies with the IB professional development requirement.

Person Responsible Charita King (kingc2@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)

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)

Build Shared Leadership Capacity among all stakeholders (teachers, students, parents, community partners, and faith-based partners by inviting their participation with our WOW Wednesdays professional development and common planning opportunities.

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.
Monitoring:	<ol style="list-style-type: none"> 1. Monthly PBIS & MTSS meetings to discuss behavior referrals, full service referrals, and effectiveness of calm classroom practices. 2. Attendance and Behavioral referral monitoring 3. Data tracking of quarterly School Climate surveys and walk throughs
Person responsible for monitoring outcome:	Amanda Hoag (hoaga@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 Amanda Hoag (hoaga@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 Rob Gainey (gaineyjrr@duvalschools.org)

Parent Liaison provided by Title I to improve school & parent communication, to recruit parent support and participation/engagement in school and classroom events, and connect parents to needed resources.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 66%, 4th grade is 79%, and 5th grade is 64%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Davina Parker (parkerd3@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Davina Parker (parkerd3@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.

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.

The school will continue it's 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.

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

One of the major emphasis of the IB program is to develop effective synergy behind the program by developing collaborative leadership among all stakeholders. Collaborative leadership is where all stakeholders such as parents, students, business partners, community leaders, and faith-based partners work collaboratively to lead the efforts on their assigned tasks that will support quality educational experiences to all students. This process is done mainly through "Common Planning". It is our belief that if strengthening our professional development on Wednesdays, by involving all stakeholders, allowing feedback, and assigning leadership positions/tasks, than we will increase our parental involvement, strengthen our presence in the community, gain momentum in our IB way of work, and provide the needed support in the planning and implementation for our academic subjects to provide the overall outcome of a dramatic increase in our students' percentage of achievement.

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				\$230,535.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0721 - Spring Park Elementary School	Title, I Part A		\$144,691.00
			<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		\$24,678.00
			<i>Notes: ESOL Paraprofessional to assist with pulling small groups of our ESOL population to work with vocabulary development and provide support with grade -level standards.</i>			
	5900	130-Other Certified Instructional Personnel	0721 - Spring Park Elementary School	Title, I Part A		\$5,904.03
			<i>Notes: School Tutor will provide additional instructional support and remediation to our LPQ's and our subgroups. The School Tutor will be responsible for ensuring that all instructional materials used in small groups are aligned to grade level standards and utilize appropriate scaffolds to close the achievement gap.</i>			
	6150	160-Other Support Personnel	0721 - Spring Park Elementary School	Title, I Part A		\$14,268.06
			<i>Notes: Parent Liaison to increase effective school/parent communications, recruit parental engagement/participation in school and classroom events, and to provide needed resources to parents.</i>			
	5100	369-Technology-Related Rentals	0721 - Spring Park Elementary School	Title, I Part A		\$18,058.93
			<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		\$6,191.98
			<i>Notes: Supplemental instructional materials used to provide standards aligned remediation support to students in the area of math and reading</i>			
	6400	120-Classroom Teachers	0721 - Spring Park Elementary School	Title, I Part A		\$14,400.00
			<i>Notes: International Baccalaureate program professional development provided by Title I to support our instructional staff regarding student-based inquiry instructional practices, standards aligned instruction incorporated with IB standards/Requirements B2.3 the school ensures that teachers and administrators receive IIB recognized professional development . B 2.3a The school complies with the IB professional development requirement.</i>			
	5100	510-Supplies	0721 - Spring Park Elementary School	Title, I Part A		\$2,343.00
			<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				\$2,549.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	160-Other Support Personnel	0721 - Spring Park Elementary School	Title, I Part A		\$544.04

			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.			
	6100	370-Communications	0721 - Spring Park Elementary School	Title, I Part A		\$35.00
			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.			
	6100	390-Other Purchased Services	0721 - Spring Park Elementary School	Title, I Part A		\$400.00
			Notes: Catered refreshments for Parent Empowerment Conference			
	6100	510-Supplies	0721 - Spring Park Elementary School	Title, I Part A		\$1,569.96
			Notes: materials needed for parent nights and lite refreshments			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$233,084.00