Spring Park Elementary School

2022-23 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: 7/23/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: C (51%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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2250 SPRING PARK RD, Jacksonville, FL 32207

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 is progress monitoring, data collection, and data analysis. Check planned lessons for implementation of Rtl process. Assists in the design and deliver of professional development. Provides feedback from classroom walk-throughs. The AP is a coordinator of school of events and oversees SAC, PTA, and STEAM clubs.
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; collaborate 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.
King, Charita	Magnet Coordinator	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.
Jarrell, Jillian	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.

Demographic Information

Principal start date
Sunday 7/23/2017, Davina Parker S

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

485

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	68	68	76	74	60	46	0	0	0	0	0	0	0	392
Attendance below 90 percent	1	31	18	26	10	13	0	0	0	0	0	0	0	99
One or more suspensions	0	3	1	2	0	1	0	0	0	0	0	0	0	7
Course failure in ELA	1	3	1	2	0	0	0	0	0	0	0	0	0	7
Course failure in Math	2	2	1	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	18	17	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	15	17	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	1	15	53	42	0	0	0	0	0	0	0	0	0	111

Using the table above, complete the table below with the number of students by current grade level who have 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	2	17	37	37	13	15	0	0	0	0	0	0	0	121

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	0	6	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Saturday 7/23/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	50%	56%				47%	50%	57%
ELA Learning Gains	59%						59%	56%	58%
ELA Lowest 25th Percentile	48%						59%	50%	53%
Math Achievement	32%	48%	50%				45%	62%	63%
Math Learning Gains	49%						57%	63%	62%
Math Lowest 25th Percentile	59%						58%	52%	51%
Science Achievement	27%	59%	59%				34%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-43%				
05	2022					
	2019	38%	50%	-12%	56%	-18%
Cohort Comparison		-45%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	61%	-27%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	64%	-7%
Cohort Comparison		-34%				
05	2022					
	2019	29%	57%	-28%	60%	-31%
Cohort Comparison		-57%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	4	25		8	44						
ELL	20	56	43	26	44	41	9				
ASN	70	73		74	73						
BLK	26	43		16	31		18				
HSP	17	53	45	18	47	43	14				
MUL	60			60							
WHT	50	79		42	64		50				
FRL	43	60		37	53	73	31				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	351

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	67
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	57
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 FSA Data we did not experience steady growth in ELA and Math achievement; our overall data reflects that we are still below 50% in achievement for ELA, Math, and Science. In fact, we had a decrease in proficiency by 12% all subject areas. We believe that this the lack in 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 opportunities for extended skill development in small group instruction and centers. We did see an increase in achievement, but the data is clear that grade level standard aligned instruction coupled with student driven work assigned for extended targeted practice in small group instruction and centers should be our focus.

What data components, based off progress monitoring and 2022 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 coupled with small group instruction and centers for independent skills and content practice.
Based on our Standards Walk Through data 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 both for whole group and small group instruction and labs.

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, and providing opportunities to extend student independent and collaborative skills and content practice with small group instruction and purposeful center standards based activities, 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 and extended effective small group and center activities 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 2022 state assessments, showed the most improvement?

Our greatest improvement was in the area of overall gains in Math and ELA, especially with our LPQ's gains.

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. Increase opportunities for collaborative or independent practice through extending skills practice and content mastery through standards aligned small group instruction and center activities.
3. Decrease Teacher talk and promote more opportunity for student led inquiry and agency
4. 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 Using Data to Assign Students to Small Groups and Centers
2. Professional development on creating standards aligned student tasks that are student oriented and driven
3. Professional development on designing effective standards aligned center activities that will extend skill practice and enable content mastery

4. Professional development on Unpacking the new benchmarks and knowing the benchmark expectations
5. Professional development training in the magnet program International Baccalaureate Primary years program
6. School -Wide Article Study on Culturally and Linguistically Responsive Teaching and Learning
7. 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 through intense and strategic small group instruction and centers
4. Provide a learning atmosphere that positively deals with trauma and enables students to grow academically by removing behavioral barriers

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Spring Park Elementary's achievement level is below 50% in all subject areas. Additionally, our ESOL students, students with disabilities, and African American students performed below 41% and all subject areas. In our 5 Essentials survey summary, most indicated a need for student 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 the lack of grade-level standard-aligned instruction and the appropriate rigor-level student-assigned tasks. However, considerable improvement in this area of focus is dependent upon fully implementing the intentional, effective, strategic, and benchmark-aligned teacher-led small group instruction and center activities to provide extended skills practice and content mastery. In addition, the International Baccalaureate Primary Years program is a internationally recognized and researched instructional program that promotes academic achievement in the core subjects of reading, writing, math, and science using a strategic student-based inquiry approach to learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	95% of instructional staff will engage in planning protocols, professional development that support the implementation of strategic and benchmark aligned small group teacher lead instruction and collaborative/Independent skills practice and content mastery through center tasks. 100% of the instructional staff will utilize the International Baccalaureate instructional practices that will enable successful alignment to grade level standards and appropriate rigor for instruction, tasks, and assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration will conduct weekly Standards Walk Throughs to determine areas of needed continued support for teachers with standards aligned instruction, tasks, and assessments 2. Administration and Interventionists will conduct a weekly review and co-planning of small group instruction and benchmark aligned center activities with a intense focus on our subgroups, which are our ESOL students, African American students, and student with disabilities 3. International Baccalaureate Program Grade-Level reflections and assessments to monitor the effectiveness of program implementation and student achievement growth and momentum 4. 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)
Evidence-based Strategy: Describe the evidence-based	Implementing Weekly 90 minute block Common Planning sessions with each grade level to monitor data, support whole group, train/support staff with instructional strategies to meet the needs of our targeted subgroups, and small group/center tasks, and utilize Benchmark Walk Through tool which are researched based practices to monitor the adequate exposure to standards aligned and grade appropriate instruction.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.
Benchmark Walk Through Tool and Collaborative Common 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. These strategies provide teachers the opportunity to strengthen instructional practices for both whole group and small group, provides a since of accountability in monitoring data and problem solving learning barriers share and develop student led standards aligned tasks.
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. 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly benchmarks 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)

Provide ongoing Professional Development and Collaborative Common Planning opportunities for teachers to successfully plan whole group and small group instruction and assign tasks using the Achievement Level Descriptors, Item Specifications, and benchmark progression tools during Common Planning and WOW professional development sessions.

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 Amanda Hoag (hoaga@duvalschools.org)

District Specialist Weekly support with data chats, visitations of classrooms, and Collaborative Common Planning.

Person Responsible Davina Parker (parkerd3@duvalschools.org)

Title I Math and Reading Interventionists will model and support planning and implementation of benchmark aligned small group instruction, assessments, and development of student tasks in centers.

Person Responsible Amanda Hoag (hoaga@duvalschools.org)

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

Person Responsible Amanda Hoag (hoaga@duvalschools.org)

Title I Math and Reading Interventionist 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 4th Grade teacher and General Education paraprofessional will provide additional instructional support and remediation to our LPQ's and our subgroups. The General Education Paraprofessional and additional 4th grade teacher will be responsible for ensuring that all instructional materials used in small groups are aligned to grade level benchmark and utilize appropriate scaffolds to close the achievement gap.

Person Responsible Jillian Jarrell (gagnej@duvalschools.org)

Web based software licenses for Freckle (grades K-2), J & J Educational Bootcamp: Science & Mathematics Remediation, Reflex Math, Brain Pop, are designed to provide remediation and enrichment benchmark/standards aligned activities for students

Person Responsible Ami Thomas (thomasa@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 IB 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)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	95% 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: Describe how this Area of Focus will be monitored for the desired outcome.	1. Implementation of PBIS & MTSS Team Captains to monitor the protocol and processes. 2. Monthly PBIS & MTSS meetings to discuss behavior referrals, full-service referrals, and effectiveness of calm classroom practices. 3. Attendance and Behavioral referral monitoring 4. Data tracking of quarterly School Climate surveys and walk throughs
Person responsible for monitoring outcome:	Rob Gainey (gaineyjrr@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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

Person Responsible　　　　Rob Gainey (gaineyjrr@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)

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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 data, 47% of our Kindergarten, First, and Second grade student were identified in ELA 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. We will used researched based phonics and phonemic awareness programs that provide direct instruction to our struggling readers on a daily bases both in whole group and small group teacher-led instruction. In addition, one-to-one tutoring will be provided on a weekly bases by READUSA to our second grade students and our first graders and kindergarteners will receive a scripted intense tutoring program through YMCA called YReads. As an

Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The percentage of students in grades 3-5,who scored below Level 3 on the 2022 Florida Standard Assessment for the area of ELA are as follows: 3rd grade is 70%, 4th grade is 50%, and 5th grade is 74%. We will used researched based phonics and phonemic awareness programs that provide direct instruction to our struggling readers on a daily bases both in whole group and small group teacher-led instruction.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

*Increase percentage of K-2 students scoring "At Grade Level" or above by 20 percentage points and to decrease number of "Below Grade Level" students by 20 percentage points on District Wide & State ELA Assessments.

Grades 3-5: Measureable Outcome(s)

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English
Language Arts assessment by 7 percentage points. Decrease number of "Below Grade Level" students by 7 percentage points.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our school leadership team, district content specialist support, Community Based Partners (YREADS & READ USA) and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Parker, Davina , parkerd3@duvalschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

*Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups for Tier II support. Not all students are on the same level, all benchmarks must be mastered.
*Small group instruction will allow teachers to meet students at their level to support their needs
*Progress Monitoring: Ensuring whole group, small group lessons, and interventions are done with fidelity.
*Use student data to check effectiveness of small group instruction and instructional materials used
*Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate
concise feedback for teachers and school leadership teams to work together to ensure effectiveness
*Data-driven Lesson Planning: Effective lesson planning requires teachers to determine 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-intobig-wins

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

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-progressmonitoring-improves-instruction
*Student Driven Data Tracking: engages students with their academic progress given them ownership of their learning and goal setting.
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-teachingstrategies/

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
*Creating a Team of Experts for ELA and enabling the team members to provide instructional strategies to improve reading instruction, to serve as mentors/model teachers for those who need support, and to assist with providing professional development and feedback at the colleague level.	Parker, Davina , parkerd3@duvalschools.org
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, and school-wide academic data PD topics will be set before each Early Release and Common Planning.	Parker, Davina , 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.	Parker, Davina , parkerd3@duvalschools.org
Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.	Parker, Davina , parkerd3@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.