

Duval County Public Schools

Springfield Middle School



2022-23 Schoolwide Improvement Plan

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Springfield Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

www.duvalschools.org/springfield

Demographics

Principal: Deshune Bush

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: A (63%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Springfield Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

www.duvalschools.org/springfield

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)
Middle School 6-8	No	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Springfield Middle School's mission is to provide educational excellence for every student, every day.

Provide the school's vision statement.

Springfield Middle School's vision is to ensure that every student is inspired and prepared for success in college or career, and life.

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
Bush, De Shune	Principal	
Hall, Vincent	Assistant Principal	Student Services
Hardison, James	Assistant Principal	Curriculum
Sims, Monica	Dean	Maintaining a Positive Behavior Intervention System, Maintaining schoolwide discipline, Issuing student discipline as indicated by the Student Code of Conduct

Demographic Information

Principal start date

Sunday 7/1/2018, Deshune Bush

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.*

5

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

894

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

3

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

13

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	0	0	0	0	0	0	320	277	296	0	0	0	0	893
Attendance below 90 percent	0	0	0	0	0	0	78	23	51	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	23	68	87	0	0	0	0	178
Course failure in ELA	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	2	3	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	66	66	63	0	0	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	62	59	54	0	0	0	0	175
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	42	41	39	0	0	0	0	122

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

Date this data was collected or last updated

Sunday 8/21/2022

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	0	0	0	0	0	0	299	306	275	0	0	0	0	880
Attendance below 90 percent	0	0	0	0	0	0	55	16	21	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	14	22	16	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	49	46	0	0	0	0	157
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	17	19	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	55	38	0	0	0	0	123

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	141	141	139	0	0	0	0	421

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	299	306	275	0	0	0	0	880
Attendance below 90 percent	0	0	0	0	0	0	55	16	21	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	14	22	16	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	49	46	0	0	0	0	157
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	17	19	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	55	38	0	0	0	0	123

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	141	141	139	0	0	0	0	421

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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	49%	43%	50%				64%	43%	54%
ELA Learning Gains	51%						55%	49%	54%
ELA Lowest 25th Percentile	42%						49%	45%	47%
Math Achievement	59%	35%	36%				73%	49%	58%
Math Learning Gains	58%						53%	50%	57%
Math Lowest 25th Percentile	57%						53%	47%	51%
Science Achievement	65%	48%	53%				68%	44%	51%
Social Studies Achievement	84%	53%	58%				70%	68%	72%

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
06	2022					
	2019	60%	47%	13%	54%	6%
Cohort Comparison						
07	2022					
	2019	59%	44%	15%	52%	7%
Cohort Comparison		-60%				
08	2022					
	2019	72%	49%	23%	56%	16%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	71%	51%	20%	55%	16%
Cohort Comparison						
07	2022					
	2019	55%	47%	8%	54%	1%
Cohort Comparison		-71%				
08	2022					
	2019	71%	32%	39%	46%	25%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	49%	40%	9%	48%	1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	67%	32%	67%	32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	69%	1%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	57%	26%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	61%	27%	57%	31%

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	33	49	42	36	46	41	57	68	94		
ASN	81	73		88	73						
BLK	40	47	42	52	55	59	53	80	93		
HSP	76	69		85	74		91	100	100		
MUL	68	60		70	64		82				
WHT	74	59	31	79	66	53	88	98	95		
FRL	41	47	38	48	56	59	55	77	89		
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	36	39	20	44	37	26	50	81	73		
ASN	80	60		87	60						
BLK	40	38	29	44	27	25	47	78	68		
HSP	81	64		77	48		86	93	89		
MUL	58	43		65	50						
WHT	72	52	36	77	42	42	87	92	88		
FRL	39	34	22	42	27	23	45	80	66		
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	34	36	36	61	52	46	31	61	67		
ASN	100	78		89	44				100		
BLK	52	49	47	63	51	51	53	64	75		
HSP	84	73		90	47		80	58	100		
MUL	74	50		76	56	64	82		94		
WHT	80	62	64	90	60	71	91	88	94		
FRL	50	46	42	65	53	51	52	59	81		

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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	79
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	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	85
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
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	57
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?

Math and Science trended up from prior year, while Civics had a small decrease. Language arts has had the greatest decrease from prior years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Area that has seen the greatest deficit was Language Arts.

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

Contributing factors include: Change in proficiency level for incoming 6th graders, students still experiencing gaps due to teachers or students out due to Covid-19.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that saw the most improvement were Math and Science with growth from 2021 to 2022.

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

Contributing factor to the Increase was a focus on student task alignment to the Florida Standard.

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

We will continue to focus on benchmark alignment to student instruction.

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.

Training on new State Standards/Benchmarks
Training on Instructional Delivery in Language Arts

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

Use of Reading Interventionist to continue focus on closing reading gaps due to COVID-19.

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.

According to the Standards Walk Through Dashboard, 80% of observations included student tasks that were appropriately aligned to the indicated Florida Standard. In order for students to meet proficiency on grade level standards, they must be exposed to and expected to perform tasks that are appropriately aligned to Florida Standards/Benchmarks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

90% of student tasks will be appropriately aligned to the indicated Florida Benchmark.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will conduct two core teacher observations daily using the district's benchmark-based instruction and assessment walk-through tool (BWT) to ensure appropriate alignment to Florida Standards/Benchmarks.

Person responsible for monitoring outcome:

De Shune Bush (stroyd@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

All core teachers will participate in Collaborative Learning and Planning Sessions to develop lesson plans and student tasks using the Florida Standards/Benchmarks Item Specifications and Achievement Level Descriptors.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teacher focus on instructional delivery and alignment of instructional tasks to benchmarks will increase student achievement.

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.

Develop a Master Schedule that includes uninterrupted common time for like subject area and like grade level teachers to plan together.

Person Responsible

James Hardison (hardisonj1@duvalschools.org)

Develop a consistent Collaborative Learning and Planning Calendar that includes a time and place for each subject area to meet for Collaborative Learning and Planning sessions.

Person Responsible

De Shune Bush (stroyd@duvalschools.org)

Develop Collaborative Learning and Planning Protocols that include a common agenda, teacher attendance and participation expectations, administrator expectations and deliverables.

Person Responsible

De Shune Bush (stroyd@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 School Year there were 905 student discipline referrals.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student referrals will decrease by 10% for the 2022-2023 School Year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Assistant Principal of Student Services will complete a Discipline Summary each week to include, positive interventions, behavior interventions, restorative justice meetings and coded student code of conduct violations.

Person responsible for monitoring outcome:

Vincent Hall (halliiv@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Implementation of a robust Schoolwide Positive Behavior Plan to include, prevention strategies, restorative practices, monthly student incentives, and the opening of a school store.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

Student of the month - Each Academic team selects one student of the month based on a different criteria each month

Person Responsible

Monica Sims
(whitem6@duvalschools.org)

Teachers will award daily points for good school citizenship, meeting classroom expectations, meeting hallway expectations and daily attendance. Points can be used to shop in the newly opened school store.

Person Responsible

Vincent Hall (halliiv@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.

Springfield Middle School strives to build a positive school culture and environment by celebrating student and staff achievements, establishing clear rituals and routines for all stakeholders, implementing fair and consistent discipline.

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

Staff- Facilitate the implementation of consistent rituals, routines and high expectations, implement fair and consistent discipline.

Students- Hold themselves accountable for following school rules and being responsible school citizens

Families- Support the school by holding students accountable for following school rules