Spring Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Spring Park Elementary School

2250 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/springpark

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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 databased 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 benchmarks 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.
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 benchmarks 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	Instructional reading coach provides support to general education teachers in implementing core benchmark 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are invited to monthly School Advisory Council meetings where we review our school improvement plan goals and action steps. We collaborate efforts and discuss needed support from the community to attain these set goals. In addition, we review current data trends and develop additional strategies to implement to continue the momentum of school improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our trajectory based on our data analysis will be completed and reviewed by all stakeholders on a monthly bases. These meeting we will evaluate the effectiveness of the action steps and strategies implemented to determine their effectiveness. As we meet and determine the necessity to add or change current actions and strategies we will update our SIP, which is seen as a living document.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	40	30	31	25	20	0	0	0	146
One or more suspensions	0	1	2	2	2	2	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	1	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	5	27	37	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	4	17	33	0	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	41	42	53	0	0	0	0	0	148

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	25	22	29	23	32	0	0	0	131

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	31	18	26	10	13	0	0	0	99
One or more suspensions	0	3	1	2	0	1	0	0	0	7
Course failure in ELA	1	3	1	2	0	0	0	0	0	7
Course failure in Math	2	2	1	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	12	18	17	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	10	15	17	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	15	53	42	0	0	0	0	0	111

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	37	37	13	15	0	0	0	121

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	31	18	26	10	13	0	0	0	99
One or more suspensions	0	3	1	2	0	1	0	0	0	7
Course failure in ELA	1	3	1	2	0	0	0	0	0	7
Course failure in Math	2	2	1	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	12	18	17	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	10	15	17	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	15	53	42	0	0	0	0	0	111

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	37	37	13	15	0	0	0	121

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	48	53	34	50	56	32		
ELA Learning Gains				59			51		
ELA Lowest 25th Percentile				48			59		
Math Achievement*	40	58	59	32	48	50	36		
Math Learning Gains				49			45		
Math Lowest 25th Percentile				59			47		
Science Achievement*	49	52	54	27	59	59	34		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	53	54	59	43			52		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	2	2
ELL	32	Yes	2	
AMI				
ASN	64			
BLK	35	Yes	2	
HSP	32	Yes	2	
MUL				
PAC				
WHT	53			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	1	1
ELL	35	Yes	1	
AMI				
ASN	67			
BLK	27	Yes	1	1
HSP	35	Yes	1	
MUL	60			
PAC				
WHT	57			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			40			49					53
SWD	13			10							3	
ELL	19			29			33				5	53
AMI												
ASN	57			74							3	60
BLK	28			33			45				4	
HSP	22			28			31				5	53
MUL												
PAC												
WHT	47			59							2	
FRL	33			39			53				5	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	59	48	32	49	59	27					43
SWD	4	25		8	44							
ELL	20	56	43	26	44	41	9					43
AMI												
ASN	70	73		74	73							45
BLK	26	43		16	31		18					
HSP	17	53	45	18	47	43	14					44
MUL	60			60								
PAC												
WHT	50	79		42	64		50					
FRL	43	60		37	53	73	31					33

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	51	59	36	45	47	34					52
SWD	3	40		17	50		17					
ELL	16	42	55	26	46		25					52
AMI												
ASN	58			71								81
BLK	22	45		29	36		17					
HSP	21	48		25	44		29					47
MUL	73			55								
PAC												
WHT	38			32								
FRL	35	52	64	39	43	20	33					64

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	47%	-19%	54%	-26%
04	2023 - Spring	32%	50%	-18%	58%	-26%
03	2023 - Spring	35%	46%	-11%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	59%	-8%	59%	-8%
04	2023 - Spring	37%	58%	-21%	61%	-24%
05	2023 - Spring	28%	52%	-24%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	48%	-5%	51%	-8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance came from our 5th grade ELA and Math by only 28% proficiency in both academic areas. School-wide our lowest performance in the academic area of ELA with all grade levels having less than 50% proficiency. The contributing factor to this performance is the lack of consistency in implementing strategic and purposeful small group instruction that is based on student performance data and contains benchmark aligned student tasks. In addition, lack of consistent data disaggregation by all stakeholders of student performance on unit assessments, district and state assessments.

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

We showed increase in all areas of proficiency this year. However, 4th grade ELA and Math proficiency showed the greatest decline from the the previous year, showing a 4% drop in ELA and a 3% drop in math. The factors contributing to this small decline was addressing professional development needs while implementing new benchmarks along with balancing new textbook series to support the new benchmarks. Our first year teachers really grappled with providing strong instructional practices that aligned to the new benchmarks.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to district data, our greatest gap is in the area of ELA proficiency. Although, we have a high level of ESOL students our teachers are in dire need of professional development in the area of successful implementation of ESOL instructional strategies in ELA that would benefit all learners.

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

Our greatest area of improvement was our Science proficiency. The proficiency in Science improved by 23%. This increase was due largely to the 4th grade science teacher looping up with her students to fifth grade, implementing strategic science small group/centers, providing experiments and hands-on activities that enriched the students' knowledge of Science content.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first area of concern is based on our Early Warning Systems data is the double digit percentages of students with greater that 10% absences in grade kindergarten through fifth. The second area of concern is the double digit percentages of students whose data reflect significant reading deficiencies for our foundational grades kindergarten through third.

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

Our top foci for the 2023-2024 school year are the following:
1. Continuing the balance of increasing proficiency in Reading, Math and Science, while ensuring that we meet the needs and show significant growth with our academic gains for all three subject areas.
2. Decrease the high number of student absences and bridging the understanding of the importance of school attendance with our parents.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Spring Park Elementary's achievement level is below 50% in all subject areas. Additionally, our ESOL students, Hispanic students, students with disabilities and African American students performed below 41% and 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 consistent, strategic, and purposeful benchmark aligned small group instruction to enrich or provide intervention allowing students to increase their skills and content knowledge through intentional and data driven 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 intentional, effective, strategic, and benchmark aligned teacher led small group instruction and center activities to provide extended skills practice and content mastery. This area of intense focus coupled with the integration of our 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. If we use research-based programs to improve our instructional practices along with effective assessment and student task alignment in which all teachers can utilize to provide efficient differentiated instruction in small groups, and then we will see gains in overall student achievement and student learning gains.

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

FAST ELA/Reading Proficiency 40%
FAST ELA/Reading Proficiency for 3rd Grade 36%
FAST ELA/Reading Gains 60%
ELA/Reading Bottom Quartile Gains 55%
FAST Mathematics Proficiency 50%
FAST Mathematics Gains 60%
FAST Math Bottom Quartile Gains 60%
FCAT Science Proficiency 51%
Our instructional staff will engage in small group instructional 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. 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 Benchmark Walk Throughs to determine areas of needed continued support for teachers with standards aligned instruction, tasks, and assessments
2. Administration will conduct weekly visits with a focus on small group instruction implementation and effectiveness
3. Administration and Coaches 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, Hispanic students, African American students, and student with disabilities
3. Monthly International Baccalaureate Program Grade-Level reflections and assessments to monitor the effectiveness of program implementation and student achievement growth and momentum
4. Monthly Data Disaggregation of Progress Monitoring Assessments to monitor increase of students' ability to perform on grade-level and learning gains growth

Person responsible for monitoring outcome:

Davina Parker (parkerd3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementing Weekly 45 minute block Common Planning sessions with each grade level
to monitor data, support small group and whole group instructional practices, 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 and Administration created monitoring tool for effective small group and center instruction, which are researched based practices to monitor the adequate exposure to benchmark aligned and grade appropriate instruction and aligned student tasks to improve students skills.
Scheduling Intensive Intervention blocks for reading and math utilizing UFLI for literacy and Acaletics to support our teacher led small groups and benchmark aligned student tasks for centers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Common Planning , the Intensive Intervention blocks for reading and math utilizing UFLI for literacy and Acaletics for math are researched based strategies that are proven through our increased proficiency in all three academic areas will ensure students are regularly participating in purposeful and strategic small groups and center activities. 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 integrating 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Focused common planning on aligning small group instruction, based on continuous data analysis.

Person Responsible: Davina Parker (parkerd3@duvalschools.org)

By When: Weekly Common planning and monthly professional development effectiveness will be evaluated on a quarterly bases.

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)

By When: The data collected from the walk throughs that monitor the successful implementation of small groups and purposeful centers will be reviewed and addressed on a weekly bases.

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)

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

Interventions will create a planning cycle using the Common Planning Tool, Benchmark Analysis Protocol, and Data Analysis Protocols to assist teachers in tracking/monitoring data and creating fluid groups for small groups.

Person Responsible: Jillian Jarrell (gagnej@duvalschools.org)

By When: Weekly administration leadership team meetings will allow administration to monitor the coaching cycle and the effectiveness of the small group instructional strategies provided to teachers.

Administrators will introduce and model the processes of Data Chats and Tracking during Early Release and WOW professional development times. This data will be based on district progress monitoring assessments, and resources such as STAR/Freckle, Acaletics, Benchmark Advance, i-Ready, Waterford to ensure the success of benchmark aligned instruction and student tasks in small groups and centers.

Person Responsible: Davina Parker (parkerd3@duvalschools.org)

By When: Ongoing and monthly data chats and professional develop to ensure teachers led small group and centers are effective.

Special recognition for teachers who show significant growth in student data and teaching practices.

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

By When: Ongoing beginning August 14, 2023 until May 30, 2024.

Title I Math and Reading Interventionists 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: Davina Parker (parkerd3@duvalschools.org)

By When: Ongoing beginning August 7, 2023 until May 30, 2024.

Additional Title I 4th Grade teacher, Part-Time Teacher, and General Education paraprofessional will provide additional instructional support and remediation to our LPQ's and our subgroups. The General Education
Paraprofessional, Part-Time Teacher, 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: Ami Thomas (thomasa@duvalschools.org)

By When: Ongoing beginning August 7, 2023 until May 30, 2024.

Web based software licenses J & J Educational Bootcamp: Science &
Mathematics Remediation, and Acaletics

Person Responsible: Ami Thomas (thomasa@duvalschools.org)

By When: Ongoing beginning July 1, 2023 until May 30, 2024.

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)

By When: Ongoing beginning August 14, 2023 until May 30, 2024.

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)

By When: Ongoing beginning August 14, 2023 until May 30, 2024.

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)

By When: Ongoing beginning August 14, 2023 until May 30, 2024.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Early Warning Signs data shows a need for Spring Park Elementary School to implement a successful a monitoring and effective incentive programs to promote student attendance. Providing trainings and communications with supports that engages parent involvement and provides supports to address the needs of all stakeholders, then student achievement, attendance school climate, and culture will improve. If we implement stronger practices and awareness in monitoring and tracking student attendance, then our attendance rates will improve.

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

Decrease in the number of students who have greater than 20 absences per school year. We will monitor the efforts of increased effective communications and parent trainings on the importance of student attendance, implementation of Team Up afterschool program, along with school wide awards and incentives for student attendance. In addition, providing services such as transportation and other supports to enable parents the assistance needed to support student attendance.

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 student attendance incentives and barriers, full-service referrals, and effectiveness parent trainings and communications regarding the importance of student attendance.
3. Monthly Attendance data monitoring

Person responsible for monitoring outcome:

Davina Parker (parkerd3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Review and implement newer strategies School-Wide Attendance plan to address attendance concerns needs and incentives. Provide monthly training/support to parents. We want to address the needs of the whole child, academically, socially, mentally, and physically in conjunction with the parent needs of supports.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We have students that have faced different barriers outside of their control that impact their attendance which impacts their learning. Thus, we will develop and MTSS/PBIS/Full Service process that will address their needs holistically making education and learning equitable for all students despite these barriers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and implement Spring Park attendance policy that clearly defines the parameters of excused and unexcused tardies and absences.

Person Responsible: Davina Parker (parkerd3@duvalschools.org)

By When: Weekly administration leadership team meetings will allow administration to monitor the coaching cycle and the effectiveness attendance policy provided to teachers. Beginning August 14, 2023 until May 30, 2024.

Develop and implement school wide and classroom incentives for attendance.

Person Responsible: Davina Parker (parkerd3@duvalschools.org)

By When: Weekly administration leadership team meetings will allow administration to monitor the effectiveness attendance policy provided to teachers. Beginning August 14, 2023 until May 30, 2024.

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)

By When: Weekly administration leadership team meetings will allow administration to monitor effectiveness parent trainings and supports. Beginning August 14, 2023 until May 30, 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
1. Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
2. Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
3. The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

4. Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

5. Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2022-2023 district data, 53% of our Kindergarten, 62% of our First, and 70% of our Second grade students 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 University of Florida Literacy Institute program which is a researched based phonics and phonemic awareness program that provide direct instruction to our struggling readers on a daily bases both in whole group. We will provide prescriptive small group teacher-led instruction based on data and grade-level benchmark. In addition, two-to-one tutoring will be provided on a weekly bases to our primary students by way of a scripted intense tutoring program provided by the YMCA called YReads. As an Area of Focus, student success in purposeful and strategic small groups and center benchmark aligned student tasks in reading along with the monitoring of the students' progress with these practice put in place will increase student achievement in other subject areas.

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

The percentage of students in grades 3-5,who scored below Level 3 on the 2023 Florida Assessment of Student Thinking for the area of ELA are as follows: 3rd grade is 65%, 4th grade is 68%, and 5th grade is
72%. 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 prescriptive and strategic small group teacher-led instruction using the University of Florida Literacy Institute program. We have hired a part time certified teacher to provide extra instructional support in reading along side of our reading coach and interventionist. In addition, our afterschool Team Up program will provide academic support in the area of reading for grades kindergarten through fifth.

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 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 Measurable Outcomes

Increase percentage of K-2 students scoring "At/Near Grade Level" or above by 20 percentage points and to
decrease number of "Below Grade Level" students by District Wide and the State ELA Florida Assessment of Student Thinking through Waterford, i-Ready, and Star web-based assessments. This data coupled with teacher created assessment will drive provide insight on the success of our center activities and prescriptive teacher-led small groups.

Grades 3-5 Measurable Outcomes

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts Florida Assessment of Student Thinking by 10 percentage points. Monitoring a a continued decrease number of "Below Grade Level" using weekly unit assessments, teacher-led small group assessment, Star assessments, and district created assessments. This data coupled with teacher created assessment will drive provide insight on the success of our center activities and prescriptive teacher-led small groups.

Monitoring

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 impact student achievement outcomes.

Our school leadership team, district content specialist support, Community Based Partner YREADS & and Supplemental Instructional APs will review ELA data from district and teacher created assessment. Observational and coaching cycle data will be collected to ensure consistent implementation of strategic small group instruction by administration and academic coaches to teachers.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Parker, Davina , parkerd3@duvalschools.org

Evidence-based Practices/Programs

Description:
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. §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/howtoplan-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/turnsmall-
reading-groups-intobig-wins

Rationale:
Explain the rationale for selecting 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 evidence-based 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-studentprogressmonitoring-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-planteachingstrategies/

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Spring Park elementary will disseminate the School Improvement Plan and Title I budget using the following methods:
*Monthly Parent & Family Engagement Newsletters in Spanish, Arabic, Burmese, and Farsi.

* Flyers provided in several different languages
*Bloomz and Blackboard communication platforms available to translate into other languages
*Interpreters and Language accommodations available for parents who have limited literacy or English proficiency
*Document our use of forms and notices in parents' native language to improve accessibility

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Spring Park will engage our community partners, faith-based partners by having them come out and provide assistance during our events such as the Parent Empowerment Conference. We will also invite community partnerships and families to participate in our IB exhibitions at the end of the year. In addition, we host some of our professional development in locations that will boost parent engagement by having them at apartment complex clubhouses giving the teachers the exposure to where students stay and growing their sensitivity to the student and parents real circumstances. We will recruit volunteers for tutoring and mentorship from our faith-based and community partners. Lastly, we will ensure that our local colleges and community leaders are on our email distribution list to receive all the events and updates about the school and Title I.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

First, Spring Park Elementary Leadership Team will review the parental input provided on the Parent and Family Engagement Plan Development Worksheet. Then the committee will present the needs analysis, academic data, and our school improvement plan to all stakeholder. Stakeholders will collaborate to develop a strategic plan of activities for our parents and families to engage students in purposeful home learning activities. In addition, we design programs that will also foster strong parent and family engagement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

During the beginning of the school year, we have our Parent Involvement Planning meetings which we discuss the Title I Plan, the budget allocations, and events we have scheduled for the year. Parents will have an opportunity to collaborate and provide feedback during the PTA, SAC, and parent meetings/ events regarding improvements they would like to see changed or addressed. Parents will participate in the Parent Involvement meeting to work cooperatively with administration to provide input to improve and increase parent involvement. Throughout the school year, Spring Park provides opportunities for student work to be showcased at each event, which draws our parents attendance. This allows us a full audience as we began each parent night with information regarding Title I Parent and Family Engagement. Finally, we will host our Developmental Meeting to provide input in the School Improvement Plan, to evaluate and provide feedback to the current Parent and Family Engagement Plan, which enables us to revise our plan to incorporate parents' input and meet our parents' needs.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				$323,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	51000/ 120	Math Interventionist	0721 - Spring Park Elementary School	Title, I Part A	1.0	$89,371.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strategies and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			

	5100/ 120	Reading Interventionist	0721 - Spring Park Elementary School	Title, I Part A	1.0	$72,215.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strageties and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			
	5100/ 120	Fourth Grade Teacher	0721 - Spring Park Elementary School	Title, I Part A	1.0	$69,638.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strageties and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			
	5100/ 150	Elementary Paraprofessional	0721 - Spring Park Elementary School	Title, I Part A	1.0	$34,067.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strageties and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			
	5900/ 128	Part-Time Tutor	0721 - Spring Park Elementary School	Title, I Part A	1.0	$12,809.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strageties and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			
	5900/ 758	Part-Time Tutor	0721 - Spring Park Elementary School	Title, I Part A	1.0	$582.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strageties and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			
	5100/ 128	Part-Time Teacher	0721 - Spring Park Elementary School	Title, I Part A	1.0	$19,707.00
			Notes: We are historically a "C" school. Our current data reflects less than 40% proficiency in Reading, Math, and Science. In addition, our demographics refelcets a high ESOL and immagrant population. All of the data demonstrates a real needs for as much academic support with instructional strageties and implementation of strong instructional practices, which supports the need for a math and reading interventionists/coaches, general education paraprofessional and part time tutors. The request for an additional intermediate teacher position is to maintain a smaller class size to have greater opportunity to address the needs of my students.			

	5100/ 269	J and J Educational Bootcamp Science & Math Remediation Licenses	0721 - Spring Park Elementary School	Title, I Part A	6.0	$3,724.00
			Notes: Web-Based intervention program to support academic intervention and enrichment for math and science in the area of small group instruction and center based activities			
	5100/ 510	Instructional Materials and Supplies	0721 - Spring Park Elementary School	Title, I Part A	1.0	$372.70
			Notes: Our students have several learning styles such as visual, kinesthetic, and auditory. Most of my students are visual and kinemetric learners and benefit from co-creating anchor charts and models of the learning to capture and display formulas and need tier one supports to aid their understanding of the content. We are requesting these needed materials to give our teachers the ability to create and produce these tools.			
	5100/ 510	Acaletics Materials	0721 - Spring Park Elementary School	Title, I Part A	1.0	$21,114.30
			Notes: Intervention program to support academic intervention and enrichment for math in the area of small group instruction and center based activities for grades 2nd through 5th.			

2	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$4,999.99**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100/ 510	Parent and School Communication Folders	0721 - Spring Park Elementary School	Title, I Part A	1.0	$900.00
			Notes: support parent and school communications and home learning activities			
	6100/ 510	Student/Parent Agendas	0721 - Spring Park Elementary School	Title, I Part A	1.0	$2,100.00
			Notes: To foster constant and transparent communications between teacher/parent concerning the academic growth of the student			
	6100/ 510	Paper & Envelopes	0721 - Spring Park Elementary School	Title, I Part A	1.0	$785.63
			Notes: For flyers and mailings to promote events and activities			
	6100/ 160	Translators	0721 - Spring Park Elementary School	Title, I Part A	2.0	$329.36
			Notes: provide language support to parents who speak other languages			
	6100/ 370	Postage	0721 - Spring Park Elementary School	Title, I Part A	1.0	$185.00
			Notes: For mailing of school communications and parent night events			
	6100/ 510	Light Refreshments-Food	0721 - Spring Park Elementary School	Title, I Part A	4.0	$700.00
			Notes: Light refreshments for parents attendance and participation in school-wide events			
					Total:	**$328,599.99**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No