

Julius E. Sprauve School

Home of the Seagulls



**Growing, Excelling and Taking Charge of
Our Future**

School Name:	Julius E. Sprauve	Grade Levels:	Pre-K - 8th
School Address:	15-18 Enighed, St. John, USVI	Zip Code:	00830
Phone Number:	340-776-6336	Website:	

Principal:	Sharon D. Richardson	Assistant Principal:	Clifton DeVal Boyd
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School Collaborative Success Team

Name	Position	E-Mail
Sharon Richardson	Principal	sharon.richardson@vide.vi
Renee Moron Johnson	Teacher	renee.johnson@vide.vi
Joyce Whitaker	Teacher	joyce.whitaker@vide.vi
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Enid Doway	Administrative Officer II	enid.doway@vide.vi
Julia Joseph-Mingo	Paraprofessional/AFT	julia.somersall@vide.vi

Other Information:

Julius E. Sprauve School (JESS) currently educates 218 students from Pre-Kindergarten to eighth grade. There are 64% Black; 30% Hispanic; 3% White; and 3.7% other. Our school supports a diverse population, which includes students with disabilities who are primarily mainstreamed. We also engage a growing multi-language population. To ensure a continuum of services for our students, we employ a diverse staff (35% are teachers from the Phillipines) who are committed to the success of our students. Additionally, there are eight (8) paraprofessionals, one (1) Assistant Principal and one (1) Principal who serve as instructional staff. The curriculum is augmented by special subject classes including CTE, Music, Physical Education, Computer Science, Computer Basics and Art education. Co-curricular programs that include the John Hopkins Center for Talented Youth Nationally Recognized program provide students with more in-depth training on higher level math concepts. Our school receives strong support from our

community partners, who collaborates with others to provide financial resources along with human resources when the need arises.

School's Vision:

At JESS, our vision is to create an inclusive, equitable culture where students are empowered to take ownership of their learning. Students establish strong connections with individuals that support their growth and development as well-rounded, responsible and confident learners who excel in environments that demand quality, high expectations and excellence.

School's Mission:

At the Julius E. Sprauve School, we are committed to the inclusion and support of all stakeholders in the development and enhancement of students' academic, social, and emotional well-being; we will promote a safe, orderly environment for all and provide comprehensive, meaningful learning experiences that expand the potential of our students to ensure that they thrive as transformational, competitive and compassionate citizens in the rapidly changing world.

MOTTO: Growing, Excelling and Taking Charge of our Future

Core Values:

School's Mission:

At the Julius E. Sprauve School, we are committed to the inclusion and support of all stakeholders in the development and enhancement of students' academic, social, and emotional well-being; we will promote a safe, orderly environment for all and provide comprehensive, meaningful learning experiences that expand the potential of our students to ensure that they thrive as

transformational, competitive and compassionate citizens in the rapidly changing world.

MOTTO: Growing, Excelling and Taking Charge of our Future Today

Core Values:

At JESS, we believe that every child can succeed given the right supports and within an environment that is inclusive, safe and nurturing. As such, we will ensure that:

- All students are provided with the opportunity to participate in all programs.
- All students have access to positive, trusting relationships that encourage them to put forth their personal best.
- All students are provided with high-quality instruction by certified, highly qualified teachers and in environments embrace the diverse needs of students.
- The learning community is safe, orderly, inspiring, and empowering for all.
- Staff are supported and encouraged to grow professionally to ensure positive student outcomes.
- Strong partnerships between the home, school and community are established to promote student success.
- A culture of high expectations and continuous growth is promoted and embraced by all.

School Goals and Targets:

PRIORITY 1: QUALITY SCHOOLS			
School Goal: By the year 2025, our academic goal is to significantly decrease the percentage of underperforming students in reading and mathematics on all grade levels. from the current baseline of 96% to a target of 75% or lower on the Smarter Balanced and i-Ready Testing assessments.			
School Targets: • Reduce the level of underperforming students school-wide by 25% over three years. • Increase the school's overall proficiency growth level score on the i-Ready Reading Assessment by at least a 7% increment, each year, over the three-year plan. • Increase the school's overall proficiency growth level score on the i-Ready Mathematics Assessment by at least a 7% increment, each year, over the three-year plan. • Increase the school's overall proficiency growth level score on the Smarter Balanced English Language Arts/ Literacy Assessment by at least a 7% increment, each year, over the three-year plan. • Increase the school's overall proficiency growth level score on the Smarter Balanced Mathematics Assessment by at least a 7% increment, each year, over the three-year plan. •			
Kindergarten Readiness: (for schools with kindergartens only)			
1. Percentage of students performing at an average or higher developmental age in the language domain by the end of kindergarten as measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target

21-22 BOY 65%			
2. Percentage of students performing at an average or higher developmental age in cognitive domain by the end of kindergarten as measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 80%	69% (15)		
3. Percentage of students performing at an average or higher developmental age in self-help domain by the end of kindergarten as measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 100%			
4. Percentage of students performing at an average or higher developmental age in fine motor domain by the end of kindergarten as measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 70%			
5. Percentage of students performing at an average or higher developmental age in gross motor domain by the end of kindergarten as measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 75%			
6. Percentage of students performing at an average or higher developmental age in personal/social domain by the end of kindergarten as measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
7. Percentage of students performing at an average or higher developmental age in the pre-writing domain by the end of kindergarten as			

measured by the LAP3.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
75%			
8. Percentage of students on grade level at the end of kindergarten (iReady).			
Baseline	Year 1 (23-24)	Year 2 Target	Year 3 Target
54%			
Academic Growth and Achievement: English Language Arts			
1. Percentage of students that met or exceeded their growth targets in English language arts/literacy (SMARTER Balanced).			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 11.1%			
2. Percentage of students that scored proficient or higher in English language arts/literacy (SMARTER Balanced).			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 11.1%			
3. Percentage of students that scored on grade level in Reading (I-ready).			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 16 %			
Academic Growth and Achievement: Math			
4. Percentage of students that met or exceeded their growth targets in Math (SMARTER Balanced).			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target

21-22 BOY 4.3%			
5. Percentage of students that scored proficient or higher in Math (SMARTER Balanced).			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 BOY 4.3%			
6. Percentage of students that are on grade level in Math (I-ready).			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
121-22 BOY 3%			

PRIORITY 2: EFFECTIVE EDUCATION SYSTEM	
School Goal:	By 2025, in our goal to enhance, promote, and excel student learning, on all grade levels; our effective education growth initiative is to improve teachers' instructional practices and improve their classroom management skills via professional Development workshops, trainings, and conferences.
School Targets:	• 100% of employees will be evaluated using the established protocols of the VIDE. • 95% of employees evaluated with Talented will score Proficient or Above. • 100% of employees will receive Satisfactory or Above on Time and Attendance. • To have 100% of them receive professional development training consistent with their teaching pedagogy over the three-year plan. • To provide training and support for writing and executing targeted lesson plans that are aligned and standard based. • Regular walkthroughs by administrators and district personnel offering content and moral support for teachers and staff.

- To hold 100% of all stakeholders accountable for implementing and executing their responsibility in our quest for greater student learning success.
- To effectively support over 90% of students performing below grade level in mathematics and reading.

Employee Performance:

1. Percentage of employees evaluated.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 100 %			

2. Of those employees evaluated, percentage of employees that received a performance rating of proficient or above on their annual evaluation.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 91%	22-23 SY 95 %		

3. Percentage of employees who were satisfactory or higher on Employee Time and Attendance.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 99 %	22-23 SY 100 %		

Collaborative Success Plan:

Targets:

- 100% of the Collaborative Success Plan will be completed by year's end.
- 75% of the indicators targeted will be fully implemented.

1. Percentage of actions completed by end of the school year.

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
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21-22 SY 100 %	22-23 SY 65%		
2. Percentage of Indicators targeted for full implementation during this year that were fully implemented.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 100 %	22-23 SY 100 %		

PRIORITY 3: FAMILY ENGAGEMENT			
School Goal: To encourage a higher percentage of families to attend student-parent-teacher conferences, training workshops, and other school activities and events through empowerment.			
School Targets: Targets: • 90 – 100% of parents will be registered on the Parent Portal • School Messenger or similar Platform will be utilized to share weekly communication with parents. • 65% of parents will participate in monthly parent meetings to acquire strategies to support children at home. • Four (3) Family Reading and Four (3) Family Math Nights will be held to help parents gain insights to support students. • To increase from three (3)) to five (5) or greater the number of business partners to support the school's goals • To provide regular, transparent, and sustained open communication channels. • To provide in-school, on-going organized strategy workshops to support student progress and learning away from school. • To promote a respectful, collaborative, welcoming environment with shared decision-making.			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 0%	22-23 SY 3 – 10%		
Communication:			
Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 0%	22-23 SY 3 – 10%		

PRIORITY 4: SUPPORTIVE COMMUNITY

School Goal: By 2025, we aim to have secured an inclusive community environment where all stakeholders feel welcomed and valued, thus promoting a culture of belonging and collaboration.

School Targets:

- Parent satisfaction surveys will be administered twice during the 2023-24 school year.
- 80% of parents surveyed will indicate Satisfactory or Above for a welcoming school climate.
- Weekly messages will be sent to stakeholders via email, a newsletter, and other means to share information.
- We will increase from 4 to 6 the number of partnerships with community stakeholders.

We will increase from 3 -6 the number of community partners coming into the school to support programs.

1. To establish a continuous welcoming environment that cultivates honest communication between students, parents, teachers, staff, and community stakeholders by 2025.
2. To implement support programs catering to our students and community members' social, emotional, and mental well-being.
3. To keep our diverse stakeholders informed and involved in school activities utilizing varying communicative channels, including in-person meetings, monthly event calendars, parental surveys, and virtual meetings.
4. To create a nurturing atmosphere where all stakeholders feel appreciated, supported, and empowered.

Community Engagement

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 2	22-23 SY 5		

Building Connections and Partnerships

Baseline	Year 1 Target	Year 2 Target	Year 3 Target
21-22 SY 2	22-23 SY 4		

Step 2. Assess Need

Instructions: Review and analyze demographic/descriptive and performance data and answer questions under each section.

1. School Profile Review

Demographic Trends

Student Enrollment

Student Group	Current Year	Previous Year	Two Years Past	Three Years Past
All	216	202	199	224
African American	139/64%	147 /73%	152 /76%	169 / 75%
Hispanics	64 / 30%	51 /25%	43 / 22%	50 / 22%
Asian	4 / 2%	0 /0%	1 / 0.5%	1 / 0.4
White	6 / 3%	3 /1%	2 / 1%	3 / 1%
Other	1%	1%	0.5%	0.6%

Absenteeism Rate **(Limited Information)**

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All Students		94.7%	93.59%	94.3%
All Teachers				
All Paraprofessionals				

Number of Teacher

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All	23	24	25	25
Certified	18	20	11	11
Non-Certified	5	4	14	14

Number of Paraprofessionals/Coaches

Group	Current Year	Previous Year	Two Years Past	Three Years Past
All	8	8	8	5

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan? Our student enrollment and staff transition rates have remained relatively stable over the years. However, we must still create an actionable plan to support the success of all students, including those in identified subgroups. This plan should provide appropriate resources, professional development, and support to meet evolving needs. By proactively assessing and planning, we will ensure an inclusive and equitable learning environment while fostering the professional growth of our staff.

2. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan?

Sprauve School's absentee rate has remained relatively steady over the past three school years. In fact, upon investigation, it was noted that the same subgroup is absent from school and around the same periods of time during the years. More specifically, our Hispanic population, who observes various holidays not celebrated by us and mainland counterparts, participates annually in cultural activities that fall outside of the approved school calendar. This prevents us from meeting the minimum target of 95%. It is important that we remain committed to tracking and monitoring emerging patterns of concern to ensure the effectiveness of our

action plan. By taking a proactive approach and analyzing any changes, no matter how small, we can address issues in a timely and effective manner. This will allow us to resolve both significant and minor issues efficiently, for the benefit of our student

Other thoughts/conclusions:

While the attendance rate holds steady around 94%, there is still room for improvement. As such, we will promote the message that school is important and that all students and their families are welcomed here. Further, having a relatively stable student enrollment, staff transition, and absenteeism rates bodes well for the school because it creates a conducive atmosphere for effective teaching, learning, and overall educational growth, which lays the foundation for a positive and focused learning environment. It is the intent of the school to engage the Hispanic population and other families of English Learners through various outreach activities as well as meetings to make them feel more welcomed.

Performance Trends (percentage of students who scored at or above 70%) (Will update upon receipt of data)

Subject/Content	Student Group	Most Recent	Previous Year	Two Years Past	Three Years Past
Student Count	All		218		
Reading	All		54.5%		
Language	All		80%		
Mathematics	All		77%		
Science	All		78.8%		
Social Studies	All		80%		

Additional Student Performance Data:

Assessment	Student Group	Most Recent	Previous Year	Two Years Past	Three Years Past
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Year's Honor Roll	All	22-23 118/202 58%			
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What strengths and challenges are indicated by student outcome data?

Upon close examination of our student performance data, it is evident that our success in Language Arts and Social Studies is obviously clear. However, we cannot ignore the issues that have surfaced in the areas of Reading, Mathematics, and Science. Immediate action is required to improve reading comprehension, math skills, and science engagement. Please note that we are fully committed to ensuring our students' success in all areas and, therefore, must proactively address these challenges.

1. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

**Kindergarten : 30% Math Proficiency/ Reading Proficiency 65%, First Grade: Math Proficiency: 12% / Reading Proficiency: 68%
Second Grade: Math Proficiency: 12% / Reading Proficiency: 4%, Third Grade: Math Proficiency: 6% / Reading Proficiency: 18%,
Fourth Grade: Math Proficiency: 0% /Reading Proficiency: 4%, Fifth Grade: Math Proficiency: 26% / Reading Proficiency: 8%,
Sixth Grade: Math Proficiency: 18% /Reading Proficiency: 11%, Seventh Grade: Math Proficiency: 7% / Reading Proficiency: 18%,
Eighth Grade: Math Proficiency: 32% / Reading Proficiency: 17%.**

2. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

The differences in outcomes reflect varying degrees of growth from one grade level to the next. This is verified by the significant drops in reading proficiency from first to second grade and from third to fourth grade. The Reading proficiency range from 68% to 4% is quite alarming. Eighth grade stands out with the highest math proficiency (32%), while fourth grade has the lowest (0%).

3. What are the differences in growth performance by grade level, class, or subject?

The highest growth in math proficiency is seen from fourth to fifth grade, with an increase from 0% to 26%. This indicates a significant improvement in math skills between these two grades. Eighth grade also demonstrates notable growth in math proficiency, with 32%, the highest among all grade levels.

There is a substantial drop in reading proficiency from first to second grade, falling from 68% to 4%. This signifies a concerning decline in reading skills during this transition. Also, there's a moderate increase in reading proficiency from second to third

grade, rising from 4% to 18%. Like math, the largest growth in reading proficiency is observed from fourth to fifth grade, with a rise from 4% to 8%. Overall, there isn't consistent linear growth in reading proficiency, but there's significant growth in fifth grade math.

4. What are the implications of student outcome data on school improvement?

Essentially, student outcome data is the cornerstone that supports the foundation of the school improvement process, which includes our instructional strategies, resource allocations, and community engagement. By consistently analyzing and acting upon this data, we can foster an environment of continuous improvement that positively impacts our students' learning and success.

5. Other thoughts/conclusions

We are committed to the total improvement and success of the school; however, it is imperative that the school is staffed with qualified teachers and there must be a deliberate effort to match teacher talent with student needs. The entire team must understand the direction in which we are heading and get on board if we will affect the level of improvement that we hope to see. Of major concern are supplemental resources are not always available in time for teachers, the lack of effective planning, and the lack of differentiation and inclusion to support subgroups, continue to hinder our efforts to move students at the rate that we would like to see.

School Environment and Culture Trends (Data is missing but the school's intent is to develop and administer climate surveys to stakeholders.

Topic	Data Source	Most Recent	Previous Year	Two Years Past	Three Years Past
Social and Emotional Learning	Classrooms Teachers, Nurse, Counselor				
Career-Readiness Education	AVID				

What are the strengths and challenges of our learning environment?

1. What are we doing well in terms of providing a safe learning environment? What else might be needed?
Providing a safe learning environment for us means implementing controlled access and egress for visitors entering and leaving the school's campus, having emergency and crisis management plans, anti-bullying measures with positive behavioral supports, mental health support through counseling, trained security personnel, drills and training for both students and staff and maintain open communication with parents and community stakeholders service providers.
It is important to regularly maintain and update our physical infrastructure.
2. What are school climate and culture data telling us about our school and learning culture? What do the data tell us about patterns of students', parents', and school personnel's experience of school life? **No school climate collection instrument was used to collect this data; however, perceptual data indicate the following:**
After analyzing our school's climate and culture data, we were able to identify both our strengths and areas that needed improvement. This will allow us to make direct interventions that will improve the overall learning environment and create a more positive atmosphere for students and staff alike. We are committed to maintaining and enhancing these positive changes for the benefit of everyone involved in our school community.
3. How does our learning culture reflect our norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures? How might we strengthen the school's culture of learning?
Our learning culture reflects our aim to equip each student with the essential skills necessary for success in academics and life beyond the classroom. With a sincere commitment to continuous improvement and a strong emphasis on critical thinking and problem-solving, our school seeks to create well-rounded individuals who are not only academically competent but also prepared to thrive in this ever-evolving world.
We can always strengthen our school's learning culture by remaining vigilant and receptive to new ideas and needs.
4. Other thoughts/conclusions
Our learning environment strengths and challenges are always a work in progress to be met wide-eyed and head-on if success is our goal. We are committed to the total improvement and success of the school; however, it is imperative that the school is staffed with qualified teachers and there must be a deliberate effort to match teacher talent with student needs. The entire team must understand the direction in which we are heading and get on board if we will affect the level of improvement that we hope to see. Of major concern are supplemental resources are not always available in time for teachers, the lack of effective planning,

and the lack of differentiation and inclusion to support subgroups, continue to hinder our efforts to move students at the rate that we would like to see.

Program Review

Instructions: A program refers to one that supplements or is additional to the school's core instructional program, such as intervention programs for English learners, students with disabilities, or at-risk students, after-school programs, or programs specified by district. Review each program and agree on ratings using the rubrics below for the current level of implementation and the level of impact or effectiveness in addressing targeted student needs. Then answer the questions provided.

Implementation Level Ratings and Descriptors

Developing	Initial	Full	Sustained
A program is being considered, explored, or created. The school or district is exploring the evidence, considering the school context, needed resources, and readiness. The first implementers are selected, trained, and trying the program to determine if it is a good match for the targeted students.	The new program is put into place, staff are trained and are trying to use the new skills, procedures, and materials with intended students. Kinks are being worked out. At this stage staff are concerned primarily with the mechanics of the program to create effective routines to manage the program.	The program is being implemented and fidelity is occurring at most levels. Program procedures are becoming routine and progress data are being collected and used to adjust when implementation or fidelity dips.	Program routines have been integrated into the school's established routines. Fidelity is consistently high. Staff discussions center around student learning and how to further enhance the program to raise student learning even higher.

Impact Level Ratings and Descriptors

Unknown	Low	Moderate	High
Program data (implementation level, fidelity, and student	Program data (implementation level, fidelity, and student	Teacher program practices are being reviewed and data are	Program impact data collection and use are an integrated part

Unknown	Low	Moderate	High
progress) are not being collected or are not being collected sporadically.	progress) are being collected and are available; however, use of data is low.	discussed to improve practices in effective implementation. Student progress data are being discussed by teacher teams and used to adjust increase impact on learning.	of school routines. Data related to students with poor or no response, as well as students with high response are being examined to determine why response differs and additional changes or programs need to be considered to meet the needs of targeted students.

a. Program Name: Targeted Learning Skill Building Supports

Purpose: **To address the specific skill needs of underperforming students in reading and mathematics in grades 1st – 6th.**

Target Audience: **All students not on grade level in reading and mathematics based on the i-Ready and Smarter Balanced testing assessments.**

Number of Participating Students: **135**

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High
		X				X	

Notes: **Our Targeted Learning Skill Building Intervention Support Activity occurred every morning for an hour from 8:00 a.m. to 9:00 a.m., for students in grades first through sixth with identified learning needs in reading and mathematics. This intervention initiative was of great value in recognizing and addressing student needs, but inconsistent fidelity and due diligence in its implementation and execution had an overall impact on student growth development.**

b. Program Name: AVID

Purpose: To provide scaffold support needed to encourage college and career readiness and success for students in seventh and eighth grades.

Target Audience: **7th & 8th grade Middle School students**

Number of Participating Students: **52**

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High
		X					X

Notes: **The AVID was very well received and taught by two outstanding and dedicated teachers leading to the multiple opportunities for successful student engagement and involvement throughout the community, on and off island.**

3. Program Name: Saturday Academy

Purpose: **Extended learning for underperforming students in grades 1st – 8th.**

Target Audience: **Students in need of greater assistance in helping them to shore-up needed academic skills in math and reading.**

Number of Participating Students: **20**

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High
			X	X			

Notes:

4. Program Name:

Purpose: **i-Ready / Smarter Balanced**

Target Audience: **Kindergarten through Eighth Grade**

Number of Participating Students: **206**

Implementation Level				Impact Level			
Developing	Initial	Full	Sustained	Unknown	Low	Moderate	High
		X			X		

The comprehensive evaluation of our students' proficiency level highlights an area of concern: the limited ability to effectively apply the conceptual knowledge acquired in the classroom. This inability to translate learned content concepts into a practical demonstration of knowledge ownership has resulted in a notable impact on the outcomes of both assessments, yielding a significantly low level of learning impact.

Notes:

What are the strengths and challenges of the programs we are providing?

1. What programs are being implemented with high fidelity?
Our Targeted Learning Skill Building Supports, AVID, and Saturday Academy are programs implemented with high fidelity.
2. What programs have the greatest impact on the largest number of students?
Our Targeted Learning Skill Building Supports and our AVID programs have the greatest impact on the largest number of students.
3. What programs lack fidelity and what needs to happen to increase fidelity?
Intervention was done with fidelity; however, we do not feel that the duration of the implemented program was adequate. We will revisit the program and determine whether it should continue.
4. What data are we lacking to accurately rate the programs?
Results from the i-Ready program and Smarter Balanced Assessments are readily available; however, use of the data to inform classroom practices need to be assessed to make the necessary adjustments that would yield the highest impact.
5. What needs to happen to increase fidelity and impact data?
Holding everyone accountable with due diligence and providing the needed resources, so no excuses can be made as why the isn't being done with fidelity.

Priority 1: Quality Schools						
Priority 1. Strategy 1. <i>Effective Practice</i> : Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students.						
ID	Indicator	Describe Current Efforts	Level of Development/Implementation			High Priority
			No	Limited	Full	Yes or No
CONTENT SPECIFIC INDICATORS						
READING						
S-P1.S1.24 (LC)	All teachers teach the key elements of literacy at each elementary school grade level during the literacy block (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension). (7131)	During our designated literacy block teachers are strongly encouraged to prioritize developing phonological awareness, fluency, vocabulary, comprehension, and explicit phonics instructions to expand and build a solid foundational base of knowledge to enhance independent reading proficiency.		x		Yes
S-P1.S1.28 (LC)	The school provides additional time beyond the 90–120-minute block to provide intensive and individualized intervention for struggling readers within multi-tiered system of support framework. (7134)	We have a 30-minute intervention time block, for each grade level in addition to the established literacy block. District is working on the protocol that will define Tier 2 instruction to support struggling learners.		x		Yes
MATH						
S-P1.S1.30 (LC)	Teachers provide math instruction that is research-based and implemented with fidelity. (7123)	‘Into Math’ is the current research-based core math resource we are using as provided by the District.		x		Yes

S-P2.S4.01	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (7077)	The PBIS Team has been meeting to review school data on key areas such as performance, behavior, attendance, etc. Activities are ongoing to support positive school culture and to build school pride and spirit. Teachers are encouraged to praise and support students who are meeting targets and to use positive language to get others onboard.			X	Yes
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What does our review tell us about the effective practices being used to support a strong school and instructional system?

1. What practices and indicators are we fully implementing and therefore are strengths?

At Sprauve, all teachers implement the instructional program and students are provided with hands on materials during instruction; students also have access to technology and there is strong support from the community. We maintain an open-door policy at the school, so parents are in and out of the school on a regular basis. Staff and students build positive relationships and attendance is regular.

Priority 1. Strategy 1. *Effective Practice*: Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students. S-P1.S1.24 (LC) ; S-P1.S1.28 (LC) ; S-P1.S1

Priority 2. Strategy 4. Conducive Learning and Working Spaces

S-P2.S4.01

What practices and indicators are we not implementing? Why?

Priority 1 Quality Schools

S-P1.S1.21, S-P1.S1.31 (LC)

Priority 2. Strategy 2. Systems for Accountability

S-P2.S1.06

Priority 2. Strategy 1.

Effective Practice: High-Capacity Staff—Caring and competent employees effectively carry out their roles and responsibilities.

S-P2.S1.06

While there are structures in place to support instruction, designing rigorous classroom lessons to engage students at high levels is lacking. Teachers need lots of support in these areas. Students need more encouragement and explicit instruction in reading and math to ensure they are competitive and can meet the demands of not only the curriculum but also the demands of the ever-changing world. To that end, there are several indicators that are not being implemented but will support our success if we do. We will consider more revisions to the plan to ensure the strongest program is in place to support teaching and learning.

2. What trends do we see in the practices and indicators we are not fully implementing?

In the areas that we are not implementing, the school is not directly in control. We are reliant on the district for resources to support continuous improvement. In other instances, the school needs to change the culture to one of continuous improvement in a holistic manner.

3. What practices and indicators were of high priority? Why?

All practices mentioned are of high priority to the school. All of them collectively gel together and if implemented with fidelity, we are bound to yield and sustain a system of continuous improvement.

4. What needs to happen to improve the use and implementation of effective practices and indicators?

The monitoring of instruction on a regular basis, professional development and instructional coaching for teachers will definitely improve the overall delivery of services to our students. All classroom teachers must be given materials for instruction timely, program delivery in all areas of the curriculum and school must be done with fidelity, staff must be in place and we must be realistic about what we want and the actions we take to achieve it. The culture for improvement must be clear, consistent and meaningful – it must have quality articulation for all stakeholders.

Big Conclusions

1. List not more than four of the greatest strengths noted:

Strength & Why	Strength & Why	Strength & Why	Strength & Why
Teachers adhere to the instructional program so that students will be exposed to tenets of a balanced literacy program	Students' classroom instruction in math is enhanced by real-world situations and supported with technology and hands-on materials	Walkthroughs are conducted to support the teaching and learning process. Teachers attempt to incorporate strategies shared during feedback sessions	Teachers have access to supplemental materials and supplies; Strong partnerships with community partners enhance teachers' reach to items they would not ordinarily receive
Challenge & Why	Challenge & Why	Challenge & Why	Challenge & Why
Student test performance is low. Low to no rigor instruction is provided to students and engagement is lacking. Several classes are held by paraprofessionals with no skill set. A strong literacy and mathematics focus need to be implemented	ELL performance on assessments and overall lags behind that of their English-speaking peers- the rate of English acquisition is slow perhaps due to the ineffective use of classroom strategies to support these learners. Professional development needs to be ongoing to assist teachers with scaffolding strategies	Parental involvement is less than sufficient; a large population of students whose parents may not feel supported and do not have the language to effectively advocate for their children	Materials used in the classroom to support instruction are not aligned to the programs selected by VIDE; oftentimes, resources arrive late, if at all, to supplement other evidenced-based program material; teachers do not feel comfortable utilizing the adopted resources for content areas.

Effective Practice:	
ID	Indicator
S-P1.S1.24 (LC)	All teachers teach the key elements of literacy at each elementary school grade level during the literacy block (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension). (7131)
Effective Practice:	
ID	Indicator
S-P1.S1.28 (LC)	The school provides additional time beyond the 90–120-minute block to provide intensive and individualized intervention for struggling readers within multi-tiered system of support framework. (7134)
Effective Practice:	
ID	Indicator
S-P1.S1.30 (LC)	Teachers provide math instruction that is research-based and implemented with fidelity. (7123)
Effective Practice	Indicator
S-P2.S4.01	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (7077)

Effective Practice: **Priority 1. Strategy 1. *Effective Practice:* Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students.**

ID and Indicator	Assigned Team member	Target Date
All teachers teach the key elements of literacy at each elementary school grade level during the literacy block (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension). (7131)	Sharon Richardson	5/2024
Description of what it will look like when fully implemented: <i>When implemented fully, teachers will design classroom lessons that will be relevant, rigorous, and engaging. Teachers will plan lessons that include the Big 5 Components. Students will learn to decode after having used various strategies that are implemented daily. Students will use word work; teachers will use running records to monitor</i>		

students' progress. I-Ready will be used to track the growth of students and instruction will be adjusted based on data collected. Classroom walkthrough feedback will indicate high quality instruction; students will take charge of their learning and student performance will be impacted positively.

Action(s)	Assigned to	Target Date	Notes
Plan professional development to support teachers on effective instructional practices using the elements of literacy	Sharon Richardson	1/30/24	
Provide professional development to teachers on effective instructional strategies, especially on the five Big 5 components of literacy. Actively engaging students, Anchor Standard one, monitoring student performance and providing authentic feedback	Sharon Richardson	5/26/24	
Conduct family literacy activities to help parents to support literacy at home.	Edwina Lanclos	5/26/24	
Purchase literature and other resources to help parents support literacy at home	Enid Doway	2/20/24	
Conduct classroom walkthroughs to monitor implementation of learning	Sharon Richardson	5/26/24	
Engage with teachers during instructional coaching/feedback sessions	Clifton Boyd	5/26/24	

Effective Practice: **Priority 1. Strategy 1. *Effective Practice:* Real-World Curriculum – Schools provide well-rounded, relevant educational experiences to all students.**

ID and Indicator		Assigned Team member	Target Date
S-P1.S1.30 (LC): Teachers provide math instruction that is research-based and implemented with fidelity. (7123)		Clifton Boyd	5/26/24
Description of what it will look like when fully implemented: When implemented fully students will be actively engaged with real world scenarios; they will work collaboratively to come up with real solutions to complex problems; they will be involved with hands-on, minds on learning; regular , job-embedded PD's will be provided; instruction will be monitored and teachers will research strategies to improve practice in math; lesson plans will reflect more high quality instructional practices; teachers will reflect on their lessons			
Action(s)	Assigned to	Target Date	Notes
Conduct an audit of materials being utilized at each grade level	Clifton Boyd	1/30/24	
Confer with the district math coordinator to provide PD on the use of resources per grade level	Clifton Boyd	2/6/24	
Purchase resources to supplement math instruction: include hands-on materials that promote the application of real-world experiences	Renee Moron-Johnson	2/12/24	
Implement PLC's to engage teachers in reflective practice	Joshuanette Rhasba-Carbon	2/2/24	Teacher leaders will take charge so that they may become empowered and inspired to better support students
Learning walks will be conducted with math teachers to calibrate common effective strategies in math instruction	Sharon Richardson	1/22/24	
Conduct coaching sessions for teachers	Sharon Richardson/ Clifton Boyd	5/26/24	

Teachers will plan and deliver high quality lessons utilizing evidence-based math program	Donna Parsons	5/26/24	
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Effective Practice: **Priority 2. Strategy 2. Systems for Accountability**

Effective Practice: There is a culture of accountability that informs our work, supports, and interventions.

ID and Indicator	Assigned Team member	Target Date	
S-P1.S1.28 (LC) The school provides additional time beyond the 90–120-minute block to provide intensive and individualized intervention for struggling readers within multi-tiered system of support framework. (7134)	Sharon Richardson	5/26/24	
Description of what it will look like when fully implemented: Once implemented, teachers will regularly use data to inform instructional groups. Students who are at risk will receive extended learning opportunities to help them to attain learning targets; teachers will meet regularly to collaborate on effective strategies to support students; Extended learning will include Saturday Academies, tutoring summer and afterschool with a specific focus on the struggling students.			
Action(s)	Assigned to	Target Date	Notes
Administer assessments, including i-Ready to identify students who are below grade level	Clifton Boyd	4/30/24	Assessments will be given according to the district's schedule as well the school's needs
Analyze data and use it to group students for additional instruction to include tutoring.	Donna Parsons	2/20/24	
Identify tutors to work with students.	Enid Doway	2/20/24	
Provide training for teachers to support struggling students i.e. MTSS	Joyce Whitaker	2/25/24	

Procure resources to support scaffolding efforts in support of students	Renee Moron-Johnson	2/7/24	
Implement Saturday Academy, Afterschool, and summer programs to address skills deficits	Sharon Richardson	2/20/24	
Monitor the implementation of instruction	Joshuanette Rhasba	5/26/24	

Effective Practice: **Priority 2. Strategy 4. Conducive Learning and Working Spaces**

Effective Practice: Instructional and working spaces are conducive to learning.

ID and Indicator		Assigned Team member	Target Date
S-P2.S4.01: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (7077)		Joyce Whitaker	5/26/24
Description of what it will look like when fully implemented: When fully implemented, the school's climate will reflect a positive feel; classroom lessons will include SEL strategies; components of PBIS will be observed daily; stakeholders will indicate that the school's climate is positive and conducive to teaching and learning; students will choose more positive actions			
Action(s)	Assigned to	Target Date	Notes
Create a school climate survey	Edwina Lanclos	2/9/24	
Administer school climate survey to students, parents, and staff	Edwina Lanclos	2/25/24	
Collect and analyze data	Edwina Lanclos	2/28/24	
Share the data with stakeholders	Clifton Boyd	3/3/24	
Support PBIS efforts- train staff and secure travel to PBIS schools and conferences	Sharon Richardson	2/29/24	

Purchase incentives and other resources to support a successful PBIS spirit implementation	Enid Doway	3/3/24	
Implement activities that promote a positive school climate	Sharon Richardson	5/26/24	