

Duval County Public Schools

Hidden Oaks Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

Hidden Oaks Elementary School

6127 CEDAR HILLS BLVD, Jacksonville, FL 32210

www.duvalschools.org/hiddenoaks

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	B	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Stonewall Jackson Elementary School's mission is to provide all children with a safe and supportive learning environment in which they will receive quality instruction and high quality learning experiences that would help them achieve academic success in all future endeavors.

Provide the school's vision statement.

The vision of Stonewall Jackson Elementary is to provide all students with qualitative standard-based instruction that will prepare them to experience success in a competitive world that is culturally diverse and technologically advanced.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Platts, Shawn	Principal
Rowan-Thomas, Regina	Assistant Principal
Bloom, Philip	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Shawn Platts, Principal

- Provides a common vision for the use of data-based decision-making.
- Monitoring and observing classroom instruction on a daily basis
- Ensures that the school-based team is implementing Rtl.
- Conducts assessment of Rtl skills of school staff.
- Ensures implementation of intervention support and documentation requirements.
- Ensures adequate professional development to support Rtl implementation.
- Communicates with parents regarding school-based Rtl plans and activities.
- Develops, leads, and evaluates school core content standards/programs.
- Analyzes scientifically based curriculum/behavior assessment and intervention approaches.
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.
- Assists with whole school screening programs that provide early intervening services for children who are considered "at risk".
- Assists in the design and implementation for progress monitoring, data collection, and data analysis utilizing the school and district Data Teams.
- Participates in the design and delivery of professional development.
- Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Provides support for assessment and implementation monitoring.

Regina Rowan-Thomas, Assistant Principal

- Assists in the design and delivery of professional development of ELA/Science/Math Curriculum.
- Assists in the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Facilitating specific identified school improvement initiatives.
- Assist in writing various District mandated reports to support school initiatives
- Designing and providing professional development opportunities for faculty
- Facilitating PBIS program
- Monitoring student progress through data collection and disaggregation
- Providing instructional support to teachers, and Interventionists.
- Staying informed of and implementing district initiatives and priorities as well as state mandates.
- Monitoring and observing classroom instruction on a daily basis
- Providing constructive and instructional feedback to teachers
- Attending grade-level group meetings, faculty meetings, SAC meetings and parent involvement meetings
- Co-facilitating faculty meetings, Common Plannings, Professional Learning Communities and anywhere else needed.
- * Collaborates with stakeholders to ensure students' environments are conducive to learning

Mr. Philip Bloom, School Counselor

- Acts as liaison for implementation of Rtl at the school level.
- Receives ongoing Rtl training and delivers information to school.
- Provides direct intervention services to an identified group of students for action research, tracks student progress, and collaborates with leadership in using data to make decisions about interventions and strategies that support Rtl.
- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- Link community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success.
- Provides consultation services to general and special education teachers, parents, and administrators.
- Administers program support for ESOL and directs Section 504 plan management.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	31	24	13	20	13	12	0	0	0	0	0	0	0	113
One or more suspensions	2	1	0	1	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	4	0	2	0	1	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	57	48	34	0	0	0	0	0	0	0	139
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	26	33	26	25	20	12	0	0	0	0	0	0	0	142

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 9/24/2019

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	5	8	12	7	8	0	0	0	0	0	0	0	42
One or more suspensions	0	1	0	0	3	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	5	0	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	15	15	19	0	0	0	0	0	0	0	49

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	3	5	9	0	0	0	0	0	0	0	17

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	5	8	12	7	8	0	0	0	0	0	0	0	42
One or more suspensions	0	1	0	0	3	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	5	0	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	15	15	19	0	0	0	0	0	0	0	49

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	3	5	9	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Proficiency 50% (-5), Reading Learning Gains 31% (-11) and Bottom Quartile Reading 20% (-30). Historically, SJE has seen a decrease in Learning Gains and Bottom Quartile but not this significant of a decrease from the 2016-2017 to the 2017-2018 school year specifically in BQ Reading.

Which data component showed the greatest decline from prior year?

Bottom Quartile Reading went from 50% in the 2016-2017 school year to 20% in the 2017-2018 school year, a difference of 30 percentage points.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was 4th grade ELA proficiency. The state average was 56 percent while the school average was 20 percent.

Which data component showed the most improvement? Is this a trend?

3rd Grade ELA proficiency showed the most improvement. During the 2016-2017 school year, 3rd grade proficiency was 24 percent . During the 2017-2018 school year, 3rd grade proficiency was 45 percent, which is a 21 point increase.

Describe the actions or changes that led to the improvement in this area.

During the 2017-2018 school year, the Reading Interventionist was assigned exclusively to the 3rd grade teaching team. Data was disaggregated to identify specific needs of students and target groups were established.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	50%	56%	36%	46%	52%
ELA Learning Gains	31%	51%	55%	50%	49%	52%
ELA Lowest 25th Percentile	20%	46%	48%	44%	45%	46%
Math Achievement	50%	61%	62%	57%	57%	58%
Math Learning Gains	56%	59%	59%	78%	60%	58%
Math Lowest 25th Percentile	47%	48%	47%	64%	49%	46%
Science Achievement	36%	55%	55%	52%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31 (2)	24 (5)	13 (8)	20 (12)	13 (7)	12 (8)	113 (42)
One or more suspensions	2 (0)	1 (1)	0 (0)	1 (0)	1 (3)	0 (0)	5 (4)
Course failure in ELA or Math	4 (0)	0 (0)	2 (0)	0 (5)	1 (0)	0 (3)	7 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	57 (15)	48 (15)	34 (19)	139 (49)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	50%	-5%	57%	-12%
	2017	24%	51%	-27%	58%	-34%
Same Grade Comparison		21%				
Cohort Comparison						
04	2018	20%	49%	-29%	56%	-36%
	2017	39%	52%	-13%	56%	-17%
Same Grade Comparison		-19%				
Cohort Comparison		-4%				
05	2018	38%	51%	-13%	55%	-17%
	2017	28%	48%	-20%	53%	-25%
Same Grade Comparison		10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	59%	-4%	62%	-7%
	2017	55%	62%	-7%	62%	-7%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	45%	60%	-15%	62%	-17%
	2017	64%	64%	0%	64%	0%
Same Grade Comparison		-19%				
Cohort Comparison		-10%				
05	2018	65%	61%	4%	61%	4%
	2017	44%	57%	-13%	57%	-13%
Same Grade Comparison		21%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	41%	56%	-15%	55%	-14%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	15		19	46						
BLK	32	30	17	47	55	27	39				
WHT	25	27		65	53						
FRL	32	26	15	46	59	50	34				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	40		30							
BLK	23	42	41	48	55	50	20				
WHT	30	33		70	73						
FRL	25	41	57	51	56	40	19				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English Language Arts
Rationale	When we disaggregated the data for Stonewall Jackson, we were quickly able to identify that our Bottom Quartile ELA students experienced a significant decrease (30 points) in performance. In informal data chats we learned that the Reading Interventionists was assigned exclusively to the 3rd grade population with minimal support to the 4th grade students who subsequently had the lowest FSA scores in the district during the 2016-2017 school year while in 3rd grade. 5th grade students also received minimal support.
Intended Outcome	The intended outcome is for all students to receive supplemental intervention support via small group to decrease reading and writing deficiencies. This will be accomplished through the purchase of supplemental materials (Fountas & Pinnell Level Literacy Intervention LLI and Corrective Reading) as well as professional development for staff to ensure interventions are implemented with fidelity. Supplemental materials will also be purchased to assist students with I-Ready, specifically student instruction workbooks for 3rd through 5th grade students in ELA.
Point Person	Shawn Platts (plattss@duvalschools.org)
Action Step	
Description	
Person Responsible	Shawn Platts (plattss@duvalschools.org)
Plan to Monitor Effectiveness	
Description	
Person Responsible	Shawn Platts (plattss@duvalschools.org)
Activity #2	
Title	Math
Rationale	During the 2017-2018 school year, Math data remained consistent with previous years with minimal decreases. During the 2017-2018 school year, SJE did have a Math Coach and that position has been cut due to budgetary restrictions for the 2018-2019 school year.
Intended Outcome	Continue to provide students with high quality instruction as it relates to Mathematics while identifying student deficiencies through previous FSA, I-Ready and baseline data to effectively implement appropriated tiered supplemental support for students, utilizing small group instruction in the classroom through the use of I-Ready supplemental materials as well as Acaletics.
Point Person	Regina Rowan-Thomas (rowan-thor@duvalschools.org)
Action Step	
Description	
Person Responsible	Regina Rowan-Thomas (rowan-thor@duvalschools.org)
Plan to Monitor Effectiveness	
Description	
Person Responsible	Regina Rowan-Thomas (rowan-thor@duvalschools.org)

Activity #3

Title Culture and Climate

Rationale When reviewing the behavior data and individual/group conferences with teachers, we were able to identify as a leadership team that there are some students that have difficulties with peer mediation, specifically self-esteem and conflict resolution.

Intended Outcome SJE would like for students to better understand how peer mediation can lead to positive interactions with peers as well as faculty and staff.

Point Person Regina Rowan-Thomas (rowan-thor@duvalschools.org)

Action Step

Description Initial action steps are to meet with the faculty and staff regarding Positive Behavior Intervention Systems (PBIS) on our campus and determine team members. We also have scheduled to meet with our district Behavior Specialist to conduct some initial classroom observations of teachers as well as ensure we follow best practices in establishing our school-wide PBIS protocols for students and teachers. In addition, SJE will utilize UniSIG money to secure a full-time Paraprofessional decided to meeting the needs of our students as it relates to our school-wide behavioral climate and culture.

Person Responsible Regina Rowan-Thomas (rowan-thor@duvalschools.org)

Plan to Monitor Effectiveness

Description Team will establish a monthly meeting schedule designed to monitor the implementation of school-wide initiatives and address any concerns.

Person Responsible Regina Rowan-Thomas (rowan-thor@duvalschools.org)

Activity #4	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Shawn Platts (plattss@duvalschools.org)
Action Step	
Description	<ul style="list-style-type: none"> o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.
Person Responsible	Shawn Platts (plattss@duvalschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Shawn Platts (plattss@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

- PTA
- SAC
- Parent Night for Math and Science
- Literacy Night

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The guidance counselor (1) provides direct intervention services to identified student groups and collaborates with leadership in using data to make decisions about interventions and strategies that support the needs of the students; (2) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; (3) links community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success; (4) provides consultation services to general and special education teachers, parents, and administrators; (5) administers program support for ESOL and directs Section 504 plan management.

In addition, the district provided curriculum Second Steps, will be used to prevent violence among students. These lessons will be incorporated as needed to address our student's social and emotional needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In readiness for grade school, our kindergarten students are adequately prepared through exposure to the fundamentals of reading through various routines inherent in a balanced curriculum, such as Phonemic awareness instruction by M. Heggerty, Grade-specific Phonics instruction, High Frequency vocabulary words, Reading comprehension strategies. This ensure their transition to the next grade level is confident.

To bridge the achievement gap that could deter students' preparation to transition, we employ intervention programs and strategies. Among these are;

- 1.) The FAIR/FLKRS/DAR/iReady and Achieve3000 assessments that helps the teachers build an academic profile for each student that would help inform individualized instruction in Reading, Mathematics, Science and Social Studies.
- 2.) The aforementioned assessments serve as baseline for instructional support that will help address gaps in the student's level of readiness.
- 3.) A balanced literacy program is ensured through the new Florida State standards. Likewise a balanced mathematics curriculum helps prepare the Kindergarten students-5th grade in acquiring the skills necessary for meeting the demands of the next grade level.
- 4.) Adequate instructional support from the Baseline/Midyear/District/iReady/Achieve3000/FLKRS assessments in Math and Reading help prepare our K-5 students academically for this great task of transitioning from grade to grade. Teachers analyze the data from various assessments to target areas of instruction.
- 5.) Furthermore, incite-based field-trips at the end of the school year provided the necessary incentives for students in Kindergarten-4th grade to want to transition to the next grade level.
- 6.) School-wide rallies planned at the end of the school year equally help build the necessary excitement that motivate Kindergarten-4th grade students to long to return to our school in the the next grade level!
- 7.) Vertical planning among grade level teachers provide great opportunities to analyze data and the "readiness level" to plan instructional support for the new students accordingly.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school based MTSS Leadership Team meets with the School Advisory Council and utilizes previous year's data on Tier 1, Tier 2 and Tier 3 targets. Deficient areas in the data are used to develop the SIP plan. The school based MTSS Leadership Team and the School Advisory Council meets and utilizes baseline and mid-year data on Tier 1, Tier 2 and Tier 3 students to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group instructional needs.

Title I, Part A Funds are used to provide additional academic support and learning opportunities to help low-achieving students in reading and math to master challenging curricular. Funds are used to provide professional development and school initiatives that will increase the effectiveness of teachers, principals, paraprofessionals, and parents. The school receives Title I funds for parental involvement to provide materials and trainings to help parents work with their children to improve their academic achievement. Title II in collaboration with Title I provides funding to improve the quality of teaching and principal leadership through recruitment, teacher training, professional development, teacher incentive pay, stipends, and supplemental resources to increase student achievement. Title III works collaboratively with Title I to provide funding to help students learn English so that they are able to benefit from the same academic courses as English speakers. The funding helps ELL students meet academic standards by providing training to teachers and staff, and aid in supplemental resources to increase student achievement.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a.

Part V: Budget

Total:	\$123,642.50
---------------	---------------------