

Duval County Public Schools

Hyde Park Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0771	Hyde Park Elementary School			Y	\$121,140.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

To ensure that Hyde Park will implement strategies to increase family and community involvement, a Parent and Family Liaison is needed. Our liaison will work along side Hyde Park to:

- 1) Ensure our parents and families have a person to connect to at the school. A parent liaison will be beneficial to make phone calls and be an avenue of communication with the school for parents and families. Parents will receive monthly newsletters and weekly communication through Class Dojo and school messenger as needed.
- 2) In an effort to assure wrap-around services, the parent liaison can communicate with business and community stakeholders to meet the needs of families. The parent liaison will play a key role in assisting our parents and families with obtaining pertinent information regarding workshops and training.
- 3) Our Parent Liaison will assist with connecting parents to needed resources for their children. He/She will assist with checking out educational games and informational resources needed.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Hyde Park Elementary School strives for full implementation and focus on the 5 foundational elements that make a successful school: Effective Leaders, Collaborative Teachers, Involved Families; Supportive Environments and Ambitious Instruction. Information obtained from the 5 Essentials survey reveals a need to improve the involvement of parents and families and supportive environment. The strategies that Hyde Park Elementary will implement are as follows:

Academic Standards

- 1) To ensure academic progress for all students, Hyde Park Elementary will facilitate standards based professional development.

2) To ensure standards alignment schoolwide, administration will conduct frequent walk-throughs and provide immediate feedback with actionable, specific next steps.

Character Standards

1) When addressing the area of Supportive Environments, we will utilize our Positive Behavior Intervention Support (PBIS) team to ensure that systems are in place to ensure the safety of all students.

2) We will work with our district school culture and climate team to provide targeted professional development to provide strategies and support to teachers in the areas of student-teacher trust.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Hyde Park Elementary will implement the following strategies in order to increase the involvement of our parents and families:

1) Provide consistent and timely communication to parents and families to ensure they are aware of the events and resources available at the school. Communication will be provided by newsletter, flyer, School Messenger, Class Dojo, and the school marquee.

2) Increase parent and family support will be recruited through invitations to all school events, PTA, Home School Connection etc.

3) Parent workshops will be offered throughout the year to provide parents opportunities to learn researched based strategies to use with their children in order to increase academic achievement and build stronger relationships at home, and at school.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

Incentives for instructional personnel

To ensure that Hyde Park implements strategies that identify, recruit, retain, and reward instructional personnel, we will implement the following:

1) Novice teachers will be provided a mentor.

2) The hospitality committee will provide monthly birthday treats for all staff members who have a birthday in that month.

3) Positive Paw Incentive – we will pass a paw for teachers to hang outside their door for the teacher who has been utilizing AVID strategies in their classroom.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

The following strategies will be implemented to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards at Hyde Park Elementary:

- 1) Provide on-going coaching support to teachers in their content areas during frequent common planning sessions.
- 2) Provide teachers the opportunity to grow professionally and become school leaders by participating in and leading Growth Mindset sessions.
- 3) Facilitating and participating in AVID lead PD and strategy sessions.
- 4) Giving teachers the opportunity to participate voluntarily in bi-weekly Professional Development sessions after school led by our Reading and Math Coach. These sessions will be planned based on teacher needs as gathered in walk-throughs and through teacher surveys.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

***Math Interventionist**

To ensure the students get an additional layer, the math interventionist will work directly with students for Tier II and Tier III instruction. Based on data, the math interventionist will work with the teacher to ensure students who need any additional layer of mathematical support are seen. The math interventionist will also keep a progress monitoring log of student progress toward standard mastery. The interventionist will pull small groups throughout the school day based on students' differentiated needs.

***Tutoring**

To ensure focused instruction to improve student academic proficiency occurs beyond the normal school day or school year, we would like to have tutoring after school by content specific math, science, and language arts teachers to provide targeted tutoring to students in need of remediation. Tutoring will assist our students with acquiring the fundamental knowledge and skills needed in the core content areas to accelerate their learning. The tutoring pay ranges from \$18 an hour to \$24 an hour + benefits. We would have a total of 7 teachers for our 3rd - 5th grade. There will be a Math and ELA teacher to support each grade level, along with an additional teacher for 5th grade Science. They would tutor a total of 168 hours, 2 days per week, one hour per day. The tutoring services breakdown will be in the budget narrative section of this line item.

***Supplementary Materials and Supplies**

To support tutoring outside of the instructional day as well as supplies, we will need to purchase these items to be an added layer of support for students to master all grade level standards.

- 1) Lab Materials will be ordered to improve and build our science lab such as lab trays, strainers, sand paper, modeling clay, stop watches, potting soil, coffee filters etc.
- 2) Generation Genius site license will be purchased which will include online science videos, lesson plans discussion questions etc. which will assist with standards that are weak.
- 3) We will purchase Florida Coach science books to assist with after-school tutoring groups and small groups.
- 4) Additional storeroom supplies will be purchased to support academic instruction such as copy paper, ink, pencils, sheet protectors, markers etc.

***General Education Paraprofessional**

The general education paraprofessional will expand our support service strategies to improve student academic proficiency and access to differentiated instruction. The general education paraprofessional will work directly with students by pushing in or pulling out to work with small groups of students at a time on their area of need. This paraprofessional will support in the areas of reading and math.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.