

Duval County Public Schools

Hyde Park Elementary School



2016-17 Schoolwide Improvement Plan

Hyde Park Elementary School

5300 PARK ST, Jacksonville, FL 32205

<http://www.duvalschools.org/hydepark>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	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	85%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hyde Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Hyde Park Elementary is a dynamic centered school committed to developing the whole child by providing high-quality instruction, which will enable students to reach their full potential and become successful citizens who value learning as a continual process throughout their lives.

b. Provide the school's vision statement.

Hyde Park Elementary students will become academically proficient problem solvers and life-long learners through the support of parents, peers, teachers, and the community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

By providing targeted professional development throughout the year with a focus on recognizing teachers who implement the work effectively, then Hyde Park's instructional culture will improve.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Hyde Park Elementary School Counseling program provides services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference
7. Assess, Learn, Evaluate, Respond, Timely (A.L.E.R.T.) procedures
8. Assemblies for student expectations
9. Bullying report procedures

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

During pre-planning, faculty and staff members were presented with positive behavior supports /protocols for dealing with disciplinary incidents. An expectation assembly was presented to grades Third - Sixth grade. Students were presented with CHAMPs expectations for hallway transitions, cafeteria, and morning/dismissal. In addition, students were presented with the previous year's discipline/academic data and discussed ways in which to decrease disciplinary incidents. Classroom teachers reinforce CHAMP expectations in classrooms for activities and transitions throughout the school day.

d. 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.

Hyde Park Elementary School Counseling program provides services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
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5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school counselor provided a training to faculty and staff members on early warning indicators (behavioral concerns, abuse, bullying, and crisis situations). For students that exhibit 2 or more of the behaviors, the students are referred to Full Service through Northwest Behavior Center. The students and/or parents receive additional supports through counseling services. In addition, teachers were given specific tools to document the identified behaviors and next steps for the student to be referred. For students that are identified in the bottom quartile, these students are receiving additional interventions and remediation identified in the Multi-Tiered Support System.

Students identified as having attendance below 90%, they are referred to the Attendance Intervention Team. The school counselor schedules a meeting with parents and social worker to develop a plan in increase the rate of attendance above 90%.

b. Provide the following data related to the school's early warning system

1. 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	0	0	0	4	2	2	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	3	5	9	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	17	14	0	0	0	0	0	0	0	35

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	5	5	6	0	0	0	0	0	0	0	16

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students that exhibit more than 2 early warning systems will receive the following intervention strategies:

1. Targeted small group instruction/ RtI
2. Small group counseling sessions centered on goal setting
3. Referrals to community services (as needed by families)
4. Pair students with mentors
5. Junior League of Jacksonville volunteer tutors for Saturday School

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Hyde Park Elementary is a Title I school. Please refer to the school's Parent Involvement Plan for data and information related to this section.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement is done in 5 steps. First, we make engagement a priority, communicate proactively in the community through our Parent Liaison, then listen to the community and respond to its feedback, we offer meaningful opportunities to participate in decision making/oversight of the school, and we turn community supporters into leaders and advocates.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Mitchell, Tarsha	Principal
Waggoner, Dawn	Teacher, K-12
Wilcox, Mindy	Instructional Coach
Yarborough, Jeffrey	Teacher, K-12
Burch, Courtney	Teacher, K-12
Hawker, Kirsten	Teacher, K-12
Jones, Amanda	Teacher, K-12
Moore, Krista	SAC Member
Sibley, Temia	Assistant Principal

b. Duties

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

Principal- Tarsha Mitchell: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing instructional programs; conducts assessment of instructional practices of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development; and communicates with parents regarding school-based plans and activities.

Assistant Principal- Temia Sibley: Provides information about school wide/class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development to faculty and staff; and collaborates with staff to implement behavioral interventions and instructional strategies.

Mathematics Coach- Vacancy: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on 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 to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment

and implementation monitoring.

Reading Coach- Mindy Wilcox: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on 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 to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

School Counselor- : Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools 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; provides group and individual student interventions; and conducts direct observation of student behavior., assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, analysis of Tier 2 and 3 intervention plans.

Reading Interventionist- Dawn Waggoner: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/ or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Varying Exceptionalities/ESE Liaison- : Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/ or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Behavior Interventionist:

2. 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 leadership team meets weekly to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. In addition to classroom observations, data chats are conducted to determine how students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend RtI trainings and provide presentations to faculty on Rti practices. They will identify professional development needs and facilitate the process of building consensus and making decisions about implementation. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding standards, at risk or at high risk for not meeting standards.

The following federal, state, and local funds, services, and programs will be coordinated and integrated in the school in the following manner:

Title I, Part A

Teacher salaries are provided through funds from Title I.

Supplemental Academic Instruction (SAI)

SAI Funds are provided to assist students not showing proficiency in reading, writing, math, and science.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
David Williams	Business/Community
Tarsha Mitchell	Principal
Kirsten Hawker	Teacher
Anthony Scott	Business/Community
Christopher Smith	Business/Community
Amanda Jones	Teacher
Teresa Logan	Teacher
Jeff Yarborough	Teacher
Krista Moore	Education Support Employee
	Student
Dawn Waggoner	Teacher
Wynnee Brown	Education Support Employee
Courtney Burch	Teacher
Mindy Wilcox	Teacher
Riley Lovett	Student
Devin McDonald	Student
Gage Pendleton	Student
	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council will review last year's school improvement plan to determine which goals/strategies worked and which goals/strategies need to be revised based upon state assessment data.

b. Development of this school improvement plan

The SIP subject specific teams worked collaboratively to compile a first draft. The SAC will review the draft, provide input, and the SIP teams will then revise based on the input to provide a second draft. Feedback is encouraged and incorporated into the plan, as appropriate. In addition, the SAC

conducts an intensive review of school data and the SIP at the midyear point. A report is developed and a copy is submitted to the School Board and Superintendent.

c. Preparation of the school's annual budget and plan

The SAC assists in preparation and evaluation of the School Improvement Plan as well as providing input regarding day to day operations including the budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

No school improvement funds are available at this time. When funds become available we would like to purchase a visitor/volunteer computerized check in/out system.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mitchell, Tarsha	Principal
Wilcox, Mindy	Instructional Coach
Burch, Courtney	Instructional Media
Bergman, Becca	Teacher, K-12
Craft, Caroline	Teacher, K-12
Smith, Christay	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Team analyzes data to establish the literacy goals for that school year. After the goals for the year have been determined, the team creates a plan to ensure that the progress towards accomplishing the set goals are being met school wide. The Literacy Teams promotes activities that will increase student achievement through literacy nights, professional development, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. In addition, support implementation of the Common Core Standards, district curriculum guides and assessments.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Classroom teachers participate in Grade Level/Subject Area weekly for common planning and Vertical Team meetings. The master schedule has been designed to provide an hour for 3 to 4 times a week for

teachers to meet by common content. Research-based protocols for Analyzing Data, Sharing Student Work, and the Seven Norms of Collaboration help to center the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The following are strategies to recruit and retain highly qualified, certified-in-field, effective teachers and the person responsible:

- Attend new teacher meeting to discuss Teacher Induction Program; Professional Development Facilitator and Principal
- Match new teachers with veteran teacher “buddies;” Professional Development Facilitator and Principal
- Mentor teachers with 1-5 years of experience throughout the school year
- Provide instructional support to all teachers throughout the school year; Professional Development Facilitator and Principal
- Recruit new teachers; Human Resource Personnel

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The school's teacher mentoring program/plan is designed to provide support to teachers new to the profession, school, or grade levels. Novice teachers are paired with more experienced teachers based on the instructional needs of the mentee and the skills and knowledge of the mentor. In addition, the school has two instructional coaches who provide assistance to all teachers in mathematics and reading.

The following are mentoring activities:

- Meetings between mentors and mentees. These are held at least once a month, but may occur on an “as needed” basis and are more frequent in the beginning of the school year. During these meetings mentors and mentees discuss classroom concerns and strategies for high quality instruction.
- Grade level and subject area collaborative teacher planning
- Classroom support by instructional coaches
- Instructional support, classroom observations, and constructive feedback of mentee classrooms by school administrators
- Instructional support, classroom observations, and constructive feedback of mentor classrooms by school administrators
- * Mentor observations of mentee

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

During collaborative planning sessions, teachers unpack the Florida Standards based upon formal data(district/in-class assessments) and plan instruction. Teachers discuss reading and writing

curriculum that aligns to the standards. The dialogue during these meetings help to promote student achievement, understanding of the standards, and utilizing instructional practices to meet the needs of each student. Leadership Team conducts a walk-through to ensure teachers implement core curriculum provided by district with fidelity.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills. They also provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 9,960

Impact: Team Up, provides students in grades 3-5 an additional hour of reading, math, and writing instruction from 3:15-4:15 p.m. each day. During this hour students will engage in I-ready/Achieve 3000, Time for Kids, Weekly Readers, and Project Based Learning. Progress tracking is monitored weekly.

Strategy Rationale

Proficiency will increase in reading, math, and writing as evidenced through weekly progress monitoring,

Achieve 3000, I-ready, subject area grades and FSA.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waggoner, Dawn, waggonerd@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Selected data will be identified and analyzed to indicate student understanding of targeted concepts and benchmarks prior to the start of the program. At the end of the program data will again be collected and analyzed to indicate the gain of student understanding.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

During the 4th nine weeks, Hyde Grove 2nd grade students will tour Hyde Park. The tour allows the students to meet future teachers and familiarize the students to the school setting. As a part of the tour, the students participate in lessons, eat lunch in the cafeteria, and receive a moving on up bag filled with grade level standards, expectations, and sample work activities.

Orientation for all students take place a week before school begins. During orientation, parents and students are introduced to the expectations and curriculum for the school year.

Diagnostic assessments are administered to learn where the students are and then the data is used to differentiate instruction.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Teachers are providing differentiated instruction and students are making gains but not enough to meet proficiency.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The underlying root causes for students not meeting grade level expectations is due to instructional gaps. A large number of teachers lack the knowledge and methodology to effectively deliver the core content.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase teacher knowledge and skills through planning and implementation of specific subject area material, then we will see an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we increase teacher knowledge and skills through planning and implementation of specific subject area material, then we will see an increase in student achievement. 1a

G084208

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	47.0
FSA ELA Achievement	47.0
FCAT 2.0 Science Proficiency	47.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher self confidence due to insufficient knowledge of the core curriculum.
- Lack of teacher knowledge in analyzing data in order to match instruction to student needs.
- The teachers new to the district and/or Hyde Park.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialists
- Curriculum Guides and Modules
- Reading Coach
- Reading Interventionist
- Coaching Cycle/Lesson Study
- Program Materials
- i-Ready
- Achieve 3000
- Teacher Toolkit
- Common Planning
- Barton Reading and Spelling
- Phonics for Reading

Plan to Monitor Progress Toward G1. 8

Data Dialogue with classroom teachers on the effectiveness of strategies used during small/whole group instruction.

Person Responsible

Tarsha Mitchell

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Student assessment data, classroom goals

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase teacher knowledge and skills through planning and implementation of specific subject area material, then we will see an increase in student achievement. 1

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G1.B1 Lack of teacher self confidence due to insufficient knowledge of the core curriculum. 2

B223759

G1.B1.S1 Professional development on the use and implementation of the core curriculum. 4

S236093

Strategy Rationale

To provide teachers with training and support of the core curriculum and for middle tier teachers.

Action Step 1 5

Grade Level Common Planning for ELA/Math/Science teachers on rigorous instruction during whole and small group instruction through a coaching cycle and modeling of lessons.

Person Responsible

Mindy Wilcox

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, formal/informal observations, student assessment data

Action Step 2 5

Student work protocol

Person Responsible

Mindy Wilcox

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

student work samples, exit tickets, student assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership Team will observe whole and small group instruction during walk-throughs

Person Responsible

Tarsha Mitchell

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership Team monitors and discusses instructional consistency at Team Meetings, Individual class and Grade Level Student Data are also monitored

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, informal and formal observations, Student performance data

G1.B1.S2 Use of common planning to plan,calibrate and model various lessons from the core. 4

S236094

Strategy Rationale

To provide teachers individualized support to ensure proper pacing, consistent delivery, and to gain self confidence.

Action Step 1 5

Teachers will participate in the district's new virtual PD during some common planning times.

Person Responsible

Mindy Wilcox

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Look fors from training as evidenced in artificats around the classroom and in lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Formal and informal observations, walk-throughs, and sharing of ideas.

Person Responsible

Tarsha Mitchell

Schedule

Daily, from 8/31/2016 to 5/31/2017

Evidence of Completion

CAST rubrics, next steps, and observation notes, pictures/videos, walk-through data, and meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Specific and general feedback will be given to individuals and the entire faculty on improvement.

Person Responsible

Tarsha Mitchell

Schedule

Daily, from 8/31/2016 to 5/31/2017

Evidence of Completion

Observation schedule and notes, CAST portal documents, walk-through data, faculty meeting minutes.

G1.B2 Lack of teacher knowledge in analyzing data in order to match instruction to student needs. 2

 B223760

G1.B2.S1 To provide teachers with classroom support to match students tasks/work to their instructional needs. 4

 S236095

Strategy Rationale

For teachers to be able to differentiate instruction based on student needs.

Action Step 1 5

To assist teachers in analyzing student data. To train teachers on i-ready (Reading/Math) and Achieve 3000. To assist in reading reports and results, train teachers for planning for next steps in instruction to support individual student needs'.

Person Responsible

Mindy Wilcox

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

The evidence will be found in student growth reports from both i-ready and Achieve 3000. It will also be evident from planning and preparation, resulting in positive outcomes based on observations.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor teachers by conducting observations and walkthroughs.

Person Responsible

Tarsha Mitchell

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence is provided through observations. Examples: student work, Blending Learning usage and student growth, as well as data chats with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom observations

Person Responsible

Tarsha Mitchell

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence is provided through observations. Examples: student work, Blending Learning usage and student growth, data chats with teachers.

G1.B3 The teachers new to the district and/or Hyde Park. 2

B223761

G1.B3.S1 To provide new teachers with support by pairing new teachers with experience mentor teachers based on instructional needs and skills and knowledge of new teacher. 4

S236096

Strategy Rationale

Mentor teachers provide instructional support, classroom observation and provide constructive feedback to new teacher.

Action Step 1 5

Teachers new to Hyde Park will have monthly meetings that consist of utilizing data, lesson planning, and instructional delivery

Person Responsible

Mindy Wilcox

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Monthly meeting agendas and notes, classroom observations conduct by mentor

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Mentor teachers will conduct observations and discuss observations with PDF

Person Responsible

Mindy Wilcox

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Classroom observation notes form with feedback from mentor teachers to new teachers, MINT Individual professional development plan

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Observations (Formal/Informal) will be conducted based upon the CAST rubric

Person Responsible

Tarsha Mitchell

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Informal/Formal Observations, Walk-through

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M310189	Leadership Team will observe whole and small group instruction during walk-throughs	Mitchell, Tarsha	9/6/2016	Lesson Plans, formal and informal observations	5/31/2017 biweekly
G1.B2.S1.A1 A304548	To assist teachers in analyzing student data. To train teachers on i-ready (Reading/Math) and...	Wilcox, Mindy	9/6/2016	The evidence will be found in student growth reports from both i-ready and Achieve 3000. It will also be evident from planning and preparation, resulting in positive outcomes based on observations.	5/31/2017 biweekly
G1.B3.S1.MA1 M310194	Observations (Formal/Informal) will be conducted based upon the CAST rubric	Mitchell, Tarsha	9/12/2016	Informal/Formal Observations, Walk-through	5/31/2017 weekly
G1.B3.S1.MA1 M310195	Mentor teachers will conduct observations and discuss observations with PDF	Wilcox, Mindy	8/22/2016	Classroom observation notes form with feedback from mentor teachers to new teachers, MINT Individual professional development plan	5/31/2017 monthly
G1.B3.S1.A1 A304549	Teachers new to Hyde Park will have monthly meetings that consist of utilizing data, lesson...	Wilcox, Mindy	8/29/2016	Monthly meeting agendas and notes, classroom observations conduct by mentor	5/31/2017 monthly
G1.B1.S2.MA1 M310190	Specific and general feedback will be given to individuals and the entire faculty on improvement.	Mitchell, Tarsha	8/31/2016	Observation schedule and notes, CAST portal documents, walk-through data, faculty meeting minutes.	5/31/2017 daily
G1.B1.S2.MA1 M310191	Formal and informal observations, walk-throughs, and sharing of ideas.	Mitchell, Tarsha	8/31/2016	CAST rubrics, next steps, and observation notes, pictures/videos, walk-through data, and meeting notes.	5/31/2017 daily
G1.B1.S2.A1 A304547	Teachers will participate in the district's new virtual PD during some common planning times.	Wilcox, Mindy	8/31/2016	Look fors from training as evidenced in artificats around the classroom and in lesson plans.	5/31/2017 monthly
G1.MA1 M310196	Data Dialogue with classroom teachers on the effectiveness of strategies used during small/whole...	Mitchell, Tarsha	9/14/2016	Student assessment data, classroom goals	6/2/2017 biweekly
G1.B1.S1.MA1 M310188	Leadership Team monitors and discusses instructional consistency at Team Meetings, Individual class...	Mitchell, Tarsha	8/22/2016	Lesson Plans, informal and formal observations, Student performance data	6/2/2017 monthly
G1.B1.S1.A1 A304545	Grade Level Common Planning for ELA/ Math/Science teachers on rigorous instruction during whole and...	Wilcox, Mindy	8/22/2016	lesson plans, formal/informal observations, student assessment data	6/2/2017 weekly
G1.B1.S1.A2 A304546	Student work protocol	Wilcox, Mindy	8/22/2016	student work samples, exit tickets, student assessment data	6/2/2017 weekly
G1.B2.S1.MA1 M310192	Classroom observations	Mitchell, Tarsha	8/22/2016	Evidence is provided through observations. Examples: student work, Blending Learning usage and student growth, data chats with teachers.	6/2/2017 daily
G1.B2.S1.MA1 M310193	Monitor teachers by conducting observations and walkthroughs.	Mitchell, Tarsha	8/22/2016	Evidence is provided through observations. Examples: student work, Blending Learning usage and student growth, as well as data chats with teachers.	6/2/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase teacher knowledge and skills through planning and implementation of specific subject area material, then we will see an increase in student achievement.

G1.B1 Lack of teacher self confidence due to insufficient knowledge of the core curriculum.

G1.B1.S1 Professional development on the use and implementation of the core curriculum.

PD Opportunity 1

Grade Level Common Planning for ELA/Math/Science teachers on rigorous instruction during whole and small group instruction through a coaching cycle and modeling of lessons.

Facilitator

Mindy Wilcox

Participants

Faculty

Schedule

Weekly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Student work protocol

Facilitator

Tarsha Mitchell, Temia Sibley, Mindy Wilcox

Participants

Classroom Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G1.B1.S2 Use of common planning to plan, calibrate and model various lessons from the core.

PD Opportunity 1

Teachers will participate in the district's new virtual PD during some common planning times.

Facilitator

Wilcox, Mindy, Tarsha Mitchell, Temia Sibley

Participants

All core subject area teachers.

Schedule

Monthly, from 8/31/2016 to 5/31/2017

G1.B2 Lack of teacher knowledge in analyzing data in order to match instruction to student needs.

G1.B2.S1 To provide teachers with classroom support to match students tasks/work to their instructional needs.

PD Opportunity 1

To assist teachers in analyzing student data. To train teachers on i-ready (Reading/Math) and Achieve 3000. To assist in reading reports and results, train teachers for planning for next steps in instruction to support individual student needs'.

Facilitator

Tarsha Mitchell, Temia Sibley, Mindy Wilcox,

Participants

Classroom Teachers

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

G1.B3 The teachers new to the district and/or Hyde Park.

G1.B3.S1 To provide new teachers with support by pairing new teachers with experience mentor teachers based on instructional needs and skills and knowledge of new teacher.

PD Opportunity 1

Teachers new to Hyde Park will have monthly meetings that consist of utilizing data, lesson planning, and instructional delivery

Facilitator

Mindy Wilcox, PDF

Participants

Teachers in the Mint program

Schedule

Monthly, from 8/29/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Grade Level Common Planning for ELA/Math/Science teachers on rigorous instruction during whole and small group instruction through a coaching cycle and modeling of lessons.				\$0.00
2	G1.B1.S1.A2	Student work protocol				\$0.00
3	G1.B1.S2.A1	Teachers will participate in the district's new virtual PD during some common planning times.				\$0.00
4	G1.B2.S1.A1	To assist teachers in analyzing student data. To train teachers on i-ready (Reading/Math) and Achieve 3000. To assist in reading reports and results, train teachers for planning for next steps in instruction to support individual student needs'.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	0771 - Hyde Park Elementary School	General Fund		\$0.00
			<i>Notes: iReady and Achieve 3000 professional development blitz: Classroom teachers receive half day professional development</i>			
5	G1.B3.S1.A1	Teachers new to Hyde Park will have monthly meetings that consist of utilizing data, lesson planning, and instructional delivery				\$0.00
					Total:	\$0.00