Hyde Park Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	89%

School Grades History

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

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.

Hyde Park Elementary is a dynamic child-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.

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.

School Leadership Team

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

Name	Title
Howard, Judy	Assistant Principal
Wilcox, Mindy	Other
Thorne, Nyeika	Instructional Coach
Monroe, Bervinda	School Counselor
Winfrey, Shirley	Principal
Everson, Vicki	Teacher, ESE

Duties

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

Shirley Winfrey, Principal, provides a common vision, oversees data based decisions, ensures the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support RTI implementation, communicates with parents regarding school-based instructional plans and activities, and evaluates the progress at Hyde Park Elementary. The Principal is an instructional leader that consistently observes teachers and gives timely feedback and next steps with frequent follow-up. She also assists with and leads common planning and professional development. Mrs. Winfrey is also an active member of the shared decision making team.

Judy Howard, Assistant Principal is also an instructional leader who assists with overseeing data based decisions, leads common planning sessions, provides professional development and observes teachers and gives timely feedback.

The Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and providing assistance with curriculum during common planning and professional development.

Nyeika Thorne, Math Coach, guides the integrity of core math instruction by modeling for teachers,

co-teaching and providing assistance with curriculum during common planning and professional development.

Bervinda Monroe, School Counselor, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She links community agencies to families to support the child's academic, behavioral, and social needs, monitors and evaluates the integrity of core guidance instruction, integrates core guidance instructional activities/ materials into Tier 2 and Tier 3 guidance instruction, and provides intensive individual guidance instruction.

Vikki Everson, ESE Lead, provides the team and teachers with instructional supplemental and intensive research based programs that supports core instructional activities/materials in the Response to Intervention process. She also provides input to the teachers and team of differentiated strategies and accommodations that will assist the students in the learning environment.

Mindy Wilcox, Reading Interventionists, participate in student data collection, assists in determining the
need for further assessment, supports core instructional activities/materials into Tier 2 and/or Tier 3 instruction, and collaborates with general education teachers.
Each member is an important player of the schools decisions making process.

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	0	0	0	3	2	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	64	65	48	0	0	0	0	0	0	0	177

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	11	14	6	0	0	0	0	0	0	0	31

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	27	4	6	0	0	0	0	0	0	0	37
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Sunday 9/16/2018

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	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

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	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

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?

ELA achievement performed the lowest of all areas. We only had 19% of our students to be proficient in this area. This has been a trend over the last 4 years. There seems to be a consistent decline in this area.

Which data component showed the greatest decline from prior year?

ELA achievement has the greatest decline from the previous year. ELA achievement declined from 26% in 2017-2017 to 19% in 2017-2018.

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

Math achievement showed the biggest gap compared to the state average. The state average was 62% and our school average for Math Achievement is 21%. There was a difference of 41%.

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

There was a decline in each area across the board. There was no improvement. The trend shows inconsistent gains from year to year in different areas. Over the past four years there has been inconsistent gains from year to year.

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

Based on the action steps outlined in the 2017-2018 School Improvement Plan, the action step that was most beneficial for improvement was the implementation of school-wide data analysis and reflection. However, there was no improvement in any academic area this year. Each category showed a decline.

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	19%	50%	56%	24%	46%	52%
ELA Learning Gains	31%	51%	55%	35%	49%	52%
ELA Lowest 25th Percentile	35%	46%	48%	54%	45%	46%
Math Achievement	21%	61%	62%	30%	57%	58%
Math Learning Gains	22%	59%	59%	49%	60%	58%
Math Lowest 25th Percentile	32%	48%	47%	50%	49%	46%
Science Achievement	23%	55%	55%	26%	49%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	3	**4**	**5**	
Attendance below 90 percent	3 (4)	2 (2)	2 (2)	7 (8)
One or more suspensions	0 (3)	0 (5)	0 (9)	0 (17)
Course failure in ELA or Math	0 (4)	0 (0)	0 (0)	0 (4)
Level 1 on statewide assessment	64 (4)	65 (17)	48 (14)	177 (35)

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	20%	50%	-30%	57%	-37%
	2017	25%	51%	-26%	58%	-33%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	18%	49%	-31%	56%	-38%
	2017	18%	52%	-34%	56%	-38%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2018	14%	51%	-37%	55%	-41%
	2017	36%	48%	-12%	53%	-17%
Same Grade Comparison		-22%				
Cohort Comparison		-4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	24%	59%	-35%	62%	-38%
	2017	39%	62%	-23%	62%	-23%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	16%	60%	-44%	62%	-46%
	2017	28%	64%	-36%	64%	-36%
Same Grade Comparison		-12%				
Cohort Comparison		-23%				
05	2018	15%	61%	-46%	61%	-46%
	2017	25%	57%	-32%	57%	-32%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	21%	56%	-35%	55%	-34%
	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	8	23	33	11	31	29					
ELL					30						

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
BLK	17	31	38	18	21	29	14				
HSP	11	26		18	24						
MUL	37	36		42	18						
WHT	32	33		29	30		67				
FRL	18	30	33	20	20	31	22				
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	7	29		5	21	25	10				
BLK	21	44	53	31	45	54	30				
HSP	21	60		29	42						
MUL	36			18							
WHT	45	64		45	60						
FRL	24	45	61	30	44	53	34				

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	Increase Foundational Skills in all content areas
Rationale	Reading proficiency dropped from 26% in 2017, to 19% for the 2018 school year. Learning gains dropped from 49% to 31%. Math proficiency dropped from 33% in 2017 to 21% for the 2018 school year.
Intended Outcome	• Increase Reading proficiency from 19% to 39% • Increase Reading Learning gains from 31% to 51% • Increase Reading BQ gains from 35% to 55% • Increase Math proficiency from 21% to 41% • Increase Math Learning gains from 22% to 42% • Increase Math BQ gains from 32% to 52%
Point Person	Shirley Winfrey (winfreys@duvalschools.org)

Action Step	
Description	Teachers will meet with the Leadership team weekly to unwrap curriculum standards, review Item Specifications and academic content in order to increase teacher knowledge. Reading teachers will infuse comprehension strategies within Science instruction in order to increase proficiency for fifth grade science. Additionally, the Saxon program will be implemented to address reading deficiencies for third grade students. Classroom Leveled Libraries will be provided to give students access to texts across genres and wide reading experiences that will increase academic and content vocabulary and overall reading achievement. The math interventionist will work directly with teachers to triangulate data sources and plan targeted math instruction. In addition, the math interventionist will provide differentiated instruction via Mathematics Florida Standards (MAFS) Rehearsal Plus. We will utilize Acaletics in Math for all students to build foundational skills and increase proficiency. Technology through the use of additional laptop carts will be utilized to assess, remediate and monitor student achievement. This will ensure the consistent use of blended learning tools. Teachers' will develop differentiated plans that will be monitored using walk-throughs and data chats. Monthly meetings will be conducted with the administrative team to ensure that centers are differentiated based on individual student needs utilized when differentiating instruction for small groups of students. Leveled Literacy Intervention (LLI) and Corrective Reading will be implemented to target reading deficiencies and address standards in need of remediation. I-Ready Language Arts Florida Standards books (L.A.F.S.) will be used to support focus lessons in ELA. Purchase and implement Study Island as a support for all 5th grade Science students. Before or afterschool tutoring will be provided to bottom quartile and bubble students. We will also provide real-life experiences through fieldtrips linked to the standards in order to support the classroom lessons taught.

Person Responsible	Shirley Winfrey (winfreys@duvalschools.org)

Plan to Monitor Effectiveness	
Description	• Focused Walk-Through Implementation • Specific Feedback • Teacher Observations * Tutoring sign-in sheet sheets/attendance

Person Responsible	Shirley Winfrey (winfreys@duvalschools.org)

Activity #2	
Title	Consistent Implementation of the Core Curriculum
Rationale	If we improve the consistency and effectiveness of core instruction in all content areas and differentiate instruction, then student learning gains and proficiency will occur.
Intended Outcome	An increase in student achievement in all content areas.
Point Person	Shirley Winfrey (winfreys@duvalschools.org)

Action Step	
Description	Teachers will participate in various targeted professional development that will provide support through the process of data disaggregation, planning and teaching small groups in order to meet the academic needs of students. The administration and leadership team will meet bi-weekly to provide support to teachers with reviewing and aligning instruction to the standards, reviewing curriculum modules, item specifications, item types, content limits and cognitive levels of complexity. The Leadership Team will consistently provide common planning focused on the content curriculum. Coaches will create professional development that will focus on the effective use of content curriculum and the analysis of data. Each teach be provide to interactive monitors to help support academic instruction and give all learners access to visual instruction of the content.
Person Responsible	Nyeika Thorne (thoren@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Agendas *Sign-In Sheets *Teacher Lesson Plans
Person Responsible	Judy Howard (howardj4@duvalschools.org)

Activity #3	
Title	Reduce Discipline Referrals
Rationale	If we implement a school-wide positive behavior plan with fidelity, then discipline referrals will decrease.
Intended Outcome	A decrease in discipline referrals which will increase student learning.
Point Person	Judy Howard (howardj4@duvalschools.org)
Action Step	
Description	Hyde Park Elementary will implement CHAMPs rituals and routines. We are in the process of formulating a PBIS with the members of the leadership team as well as other teachers. At the school level, we will utilize the Sanford Harmony Curriculum to build and establish a positive culture school-wide and implement a behavior VIP lounge as a monthly reward for students meeting the behavior expectations.
Person Responsible	Shirley Winfrey (winfreys@duvalschools.org)
Plan to Monitor Effectiveness	
Description	*Discipline Data *Attendance Data *Frequent Walk-throughs
Person Responsible	Judy Howard (howardj4@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	Shirley Winfrey (winfreys@duvalschools.org)

Action Step	
Description	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	Shirley Winfrey (winfreys@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*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	Shirley Winfrey (winfreys@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.

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.

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.

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

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

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.

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.

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

The school will host a career day and invite local businesses and professionals to share their careers. Our school counselor also does lessons on career awareness.

Part V: Budget	
Total:	$170,525.00