

Duval County Public Schools

Hyde Grove Elementary School



2019-20 Schoolwide Improvement Plan

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Hyde Grove Elementary School

2056 LANE AVE S, Jacksonville, FL 32210

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

Demographics

Principal: Erica Little Bartley

Start Date for this Principal: 8/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: D (36%) 2014-15: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

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

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<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.

Our vision is that every student is inspired and prepared for success in college or a career, and life.

Provide the school's vision statement.

Our mission at Hyde Grove Early Learning Center is to provide educational excellence in our school, in every classroom, for every student, every day.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Little-Bartley, Erica	Principal	<p>Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal's role is to spell out the vision and get all stakeholders on board. The principal will achieve this by:</p> <ol style="list-style-type: none"> 1. Shaping a vision of academic success for all students 2. Creating a climate that fosters a positive, safe learning environment 3. Cultivating leadership in others so that all stakeholders assume their role in fulfilling the school vision; 4. Improving instruction through professional development opportunities 5. Conducting frequent data chats in order to create the growth mindset in all teachers. <p>The principal will be present in classrooms to provide feedback and support and will participate in common planning and Professional Learning Communities in the areas of reading, mathematics, science, student data analysis and discipline. The Instructional Coach will provide support for both new teachers and teachers identified as needing tier 2 or tier 3 support. The coaches will provide support by:</p> <p>Promoting a knowledge base of effective strategies, assisting teachers by demonstration and modeling, practicing strategies and providing feedback through peer coaching, planning with teachers, facilitating on-site professional learning during early dismissal training that is content focused and by participating in on-going and extensive professional development via Instruction Intervention Team Cycles. The Reading Interventionists will provide additional support for students in the Lowest Quartile through data driven small group instruction. Interventionists will report progress with small groups during Leadership Team Meetings</p>
Jackman, Katasha	Assistant Principal	<p>Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal's role is to spell out the vision and get all stakeholders on board. The principal will achieve this by:</p> <ol style="list-style-type: none"> 1. Shaping a vision of academic success for all students 2. Creating a climate that fosters a positive, safe learning environment 3. Cultivating leadership in others so that all stakeholders assume

Name	Title	Job Duties and Responsibilities
Thompson, Lola	Instructional Coach	<p>their role in fulfilling the school vision;</p> <p>4. Improving instruction through professional development opportunities</p> <p>5. Conducting frequent data chats in order to create the growth mindset in all teachers.</p> <p>The principal will be present in classrooms to provide feedback and support and will participate in common planning and Professional Learning Communities in the areas of reading, mathematics, science, student data analysis and discipline. The Instructional Coach will provide support for both new teachers and teachers identified as needing tier 2 or tier 3 support. The coaches will provide support by:</p> <p>Promoting a knowledge base of effective strategies, assisting teachers by demonstration and modeling, practicing strategies and providing feedback through peer coaching, planning with teachers, facilitating on-site professional learning during early dismissal training that is content focused and by participating in on-going and extensive professional development via Instruction Intervention Team Cycles. The Reading Interventionists will provide additional support for students in the Lowest Quartile through data driven small group instruction. Interventionists will report progress with small groups during Leadership Team Meetings</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	138	130	0	0	0	0	0	0	0	0	0	0	391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Friday 8/2/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - 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	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	57%	0%	49%	55%
ELA Learning Gains	0%	56%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	54%	52%
Math Achievement	0%	62%	63%	0%	62%	61%
Math Learning Gains	0%	63%	62%	0%	63%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	54%	51%
Science Achievement	0%	48%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	123 (0)	138 (0)	130 (0)	391 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	3	42	50	11	48	71	7				
BLK	22	46	65	31	48	63	7				
HSP	14	53		20	47						
MUL	25			25							
WHT	33	42		68	58						
FRL	22	45	68	34	47	61	7				
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students do not take the FSA

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our students do not take the FSA

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our students do not take the FSA

Which data component showed the most improvement? What new actions did your school take in this area?

Our students do not take the FSA

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our students do not take the FSA

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Our students do not take the FSA
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome

[no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our overarching goal is to increase family engagement through increased visibility in the community. By partnering with a growing number of community organizations, families will become more aware of the events hosted by Hyde Grove and will feel more comfortable attending.

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.

Our school will implement Calm Classroom, Sanford Harmony, and our Full Service partnership to address the social and emotional needs of our students. Our teachers will also implement Wellness Wednesday lessons on each Early Release Day.

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

We will implement a continuous monitoring plan to address student transition.

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.

Parent input is vital to the formulation of the school's Parent and Family Engagement Involvement Plan. Workshops will include Literacy Night, Math Night, Science Night, and more experiences that will enhance learning at home. Minutes from all Title 1 meetings will be taken to document parent involvement and input. Evaluations and surveys will be used to determine the effectiveness of the programs offered by the school and of our school-wide family engagement. Then the notes and evaluations will be submitted to the Title I office.

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

We will utilize AVID strategies as well as teaching to the Florida Standards to prepare students for college and career readiness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus:	\$0.00
Total:			\$0.00