

Duval County Public Schools

Hyde Park Elementary School



2020-21 Schoolwide Improvement Plan

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Hyde Park Elementary School

5300 PARK ST, Jacksonville, FL 32205

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

Demographics

Principal: Sh IR Ley Winfrey

Start Date for this Principal: 6/8/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: C (42%) 2017-18: F (26%) 2016-17: C (43%) 2015-16: D (38%)
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 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 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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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)	2019-20 Title I School	2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	F	C

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Howard, Judy	Assistant Principal	<p>The Assistant Principal is 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 Assistant Principal operates as lead administrator in the absence of the Principal.</p>
Wilcox, Mindy	Other	<p>As the school's Reading Interventionists, she participates 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. The school's interventionist is an important part of the schools decisions making process.</p>
Thorne, Nyeika	Instructional Coach	<p>The 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.</p>
Monroe, Bervinda	School Counselor	<p>The 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.</p>
Winfrey, Shirley	Principal	<p>The Principal provides a common vision for the school, oversees data based decisions, ensures the school based team is implementing MTSS, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support implementation of curriculum, 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, 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 school's shared decision making team.</p>

Name	Title	Job Duties and Responsibilities
Everson, Vicki	Teacher, ESE	The 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. She ensures students receive their individualized accommodations that are stated in their IEP.
Coleman, Kimberly	Other	As the school's Math Interventionists, she participates 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. The school's interventionist is an important part of the schools decisions making process.
Porter, Amanda	Instructional Coach	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.

Demographic Information

Principal start date

Monday 6/8/2020, Sh IR Ley Winfrey

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: C (42%) 2017-18: F (26%) 2016-17: C (43%) 2015-16: D (38%)
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SI Region	Northeast
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Support Tier	
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* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	105	70	69	0	0	0	0	0	0	0	244
Attendance below 90 percent	0	0	0	4	14	13	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	2	7	6	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	24	53	47	0	0	0	0	0	0	0	124

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	

Date this data was collected or last updated

Monday 6/8/2020

Prior Year - 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	
Number of students enrolled	0	0	0	75	76	107	0	0	0	0	0	0	0	258
Attendance below 90 percent	0	0	0	28	25	36	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	26	23	34	0	0	0	0	0	0	0	83
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	28	36	50	0	0	0	0	0	0	0	114

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	40	59	88	0	0	0	0	0	0	0	187

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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	3	4	0	0	0	0	0	0	0	7

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
Number of students enrolled	0	0	0	75	76	107	0	0	0	0	0	0	0	258
Attendance below 90 percent	0	0	0	28	25	36	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	26	23	34	0	0	0	0	0	0	0	83
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	28	36	50	0	0	0	0	0	0	0	114

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	40	59	88	0	0	0	0	0	0	0	187

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	

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	23%	50%	57%	26%	49%	55%
ELA Learning Gains	47%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	69%	50%	53%	61%	54%	52%
Math Achievement	34%	62%	63%	33%	62%	61%
Math Learning Gains	48%	63%	62%	47%	63%	61%
Math Lowest 25th Percentile	63%	52%	51%	50%	54%	51%
Science Achievement	11%	48%	53%	38%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	26%	51%	-25%	58%	-32%
	2018	20%	50%	-30%	57%	-37%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	18%	52%	-34%	58%	-40%
	2018	18%	49%	-31%	56%	-38%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
05	2019	22%	50%	-28%	56%	-34%
	2018	14%	51%	-37%	55%	-41%
Same Grade Comparison		8%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	61%	-14%	62%	-15%
	2018	24%	59%	-35%	62%	-38%
Same Grade Comparison		23%				
Cohort Comparison						
04	2019	31%	64%	-33%	64%	-33%
	2018	16%	60%	-44%	62%	-46%
Same Grade Comparison		15%				
Cohort Comparison		7%				
05	2019	21%	57%	-36%	60%	-39%
	2018	15%	61%	-46%	61%	-46%
Same Grade Comparison		6%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	11%	49%	-38%	53%	-42%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	21%	56%	-35%	55%	-34%
Same Grade Comparison		-10%				
Cohort 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
SWD	8	23	33	11	31	29					
ELL					30						
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				

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

ESSA Federal Index	
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	
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Students With Disabilities	
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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%	0

English Language Learners	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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%	0

Hispanic Students	
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Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	1
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%	0
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%	0
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%	0

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.

Science proficiency showed the lowest performance from the prior year. Some factors contributing include two teachers who were new to teaching this subject area and one who is a 1st year teacher.

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

Science showed a 12 percentage point decline last school year. Some factors contributing include two novice teachers to the subject and one who is a 1st year teacher.

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.

The area of Science Proficiency had the biggest gap when compared to the state average. There was a 42% point difference between Hyde Park's Science score vs. the state average. Some factors that I feel contributed to this gap are having two teachers who were new to Duval County teaching this subject area and one who was a first year teacher. Also, I felt the new Science curriculum as well as

little district support in the area of Science Professional Development for my new teachers in this area all contributed to this gap.

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

My ELA lowest performing quartile showed the most improvement this school year. Some actions included tutoring after school in this area, implementing the use of Corrective Reading and the Leveled Literacy Intervention kits.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

My ESE subgroup is a concern when it comes to proficiency in all areas (Reading, Math and Science).

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

1. Science Proficiency
2. ESE Proficiency
3. ELA Proficiency
4. Continue to reduce the amount of discipline referrals
5. Continue the implementation of safety procedures and protocols as indicated in the 5 essentials survey
6. Work on building student - teacher trust as indicated in the 5 essentials survey

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>Area of Focus: Standards based planning that creates aligned observations that as a result produce student task, activities and assessments that are standards aligned.</p> <p>Rationale: Less than 50%(5 out of 12) of our teachers consistently assigned task that were aligned to the appropriate grade-level standard and included the needed depth and rigor as observed in our standards walkthrough tools.</p>
Measurable Outcome:	At least 80% of our teachers will consistently utilize and demonstrate the successful implementation of student task and activities that align to the standards and are taught to the level of proficiency that aligns with to the FSA.
Person responsible for monitoring outcome:	Shirley Winfrey (winfreys@duvalschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Consistent common planning that focuses on standards aligned activities and tasks utilizing the appropriate planning tools including ALDs, CUDS and item specifications. 2. Front loading teachers and review lessons before they are taught for standards alignment. 3. Frequent lesson studies around the standard.
Rationale for Evidence-based Strategy:	<p>The tools utilized will ensure direct alignment to the standards and assist with the gauging of rigor. This will assist with the closing of our school's proficiency gap in the core areas as compared to the state and district.</p> <p>As referenced in "Understanding by Design" by McTighe and Wiggins, "Standards aligned assessments and performance tasks result in more effective teaching and improved student learning."</p>

Action Steps to Implement

Teachers will meet bi-weekly (Aug. - Jun.) with our administrative team which includes our Reading and Math Coach for common planning to review upcoming lessons and ensure task alignment to the standards being taught.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Classroom observations will be used to ensure instruction, task and assessments are aligned to grade level standards (ongoing throughout the school year).

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Provide professional development to teachers to ensure a better understanding of the alignment between the SIP and our standards-based instructional plan and continuum. (Sept. 2020)

Person Responsible Judy Howard (howardj4@duvalschools.org)

Frequent data reviews of our standards walk-through dashboard and student performance will be conducted by our leadership team to stay current with student needs and appropriately plan for the next instructional steps. (Aug. 2020 - May 2021)

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Reduction in discipline referrals and improvement in school culture/ climate
Description and Rationale: *If we continue to implement a school-wide positive behavior plan with fidelity, discipline referrals will decrease and there will be an improvement in the school's culture and climate. Based on "Enhancing Student Achievement, A Framework for School Improvement", the prevailing culture in a school greatly influences student attitudes towards learning.

Measurable Outcome: A 25% decrease in the discipline referrals which will lead to an increase in student learning

Person responsible for monitoring outcome: Judy Howard (howardj4@duvalschools.org)

Evidence-based Strategy: Consistently implementing a school-wide behavior incentive program to assist with building the school's culture and climate.

Rationale for Evidence-based Strategy: We had a total of 83 students with one or more suspensions in the 2018-2020 school year. In the 2019-2020 school year this total decreased to a total of 15 students with two or more suspensions.

Action Steps to Implement

Consistently implement Calm Classroom strategies and utilize Sanford Harmony Curriculum to assist with the continued building of a positive culture school-wide.

Person Responsible Judy Howard (howardj4@duvalschools.org)

Continued implementation of our behavior VIP lounge as a monthly incentive for students meeting behavior expectations.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Implement a student of the month incentive program.

Person Responsible Bervinda Monroe (monroeb@duvalschools.org)

Give out "wildcat chips" to students choosing to do the right thing. These can be redeemed weekly in the school store to purchase incentives. These will be printed weekly.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Display Guidelines for success posters in the main hallways and classrooms.

Person Responsible Judy Howard (howardj4@duvalschools.org)

#3. Culture & Environment specifically relating to School Safety

Area of Focus	Area of Focus: Student Safety
Description and Rationale:	When reviewing our 5 essentials survey under Supportive Environment, our students rated our performance as 9% which falls in the area of very weak.
Measurable Outcome:	We will have at least 60%(strong) in the area of school safety on our upcoming 5 essentials survey for 2020-2021 School year.
Person responsible for monitoring outcome:	Shirley Winfrey (winfreys@duvalschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Consistent monitoring of the high needs areas by the Positive Behavior Intervention Support team. 2. Consistent analysis of discipline and survey data collected from students, parents and teachers will be utilized to create a positive school environment.
Rationale for Evidence-based Strategy:	Evidence shows that when you have a strong Supportive Environment, students function better socially and academically. As stated in "Enhancing School Improvement" by Danielson as safe and positive environment is essential to school improvement.

Action Steps to Implement

Incorporate bathroom monitors for each classroom using the buddy system.	
Person Responsible	Shirley Winfrey (winfreys@duvalschools.org)
Ensure classroom bathroom visits occur at designated times on the daily schedule.	
Person Responsible	Shirley Winfrey (winfreys@duvalschools.org)
Assign walk home buddies to students as needed.	
Person Responsible	Shirley Winfrey (winfreys@duvalschools.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Area of Focus: 5th grade science proficiency.
Description and Rationale: Rationale: Science proficiency decreased this school year by 12 percentage points. We dropped from 23% proficient in Science to 11%.

Measurable Outcome: Increase Science Proficiency from 11% to 40% on the state assessment.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Consistently implement centers within the Science framework. Be sure to include blended learning pieces which incorporate the use of Study Island and Penda. Provide fieldtrip experiences which lead to hands on science interactions. Incorporate targeted professional development in the area of Science.

Rationale for Evidence-based Strategy: Science proficiency had the biggest gap compared to the state average. This was the only area on the state assessment that showed a decrease from the 2017-2018 school year. Science centers were not consistently implemented last school year. If we, target professional development on science centers and incorporate standards based blended learning in this area, proficiency will improve.

Action Steps to Implement

Provide consistent targeted professional development to teachers in the area of science.

Person Responsible Judy Howard (howardj4@duvalschools.org)

Purchase and utilize Study Island with the blended learning framework.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Provide tutoring after-school in the area of Science through teacher multiple assignments.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Plan fieldtrips that lend themselves to hands on Science experiences.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Incorporate and consistently utilize and build our science lab to provide hands on experiences to our students.

Person Responsible Nyeika Thorne (thoren@duvalschools.org)

#5. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Small group instruction in the areas of reading and math.
Description and Rationale: Rationale: Although there were great learning gains in all academic areas and an increase in proficiency in Reading and Math, there is still a large gap in the area of proficiency for all tested areas.

Measurable Outcome: Increase Math proficiency from 34% to 50% on the Florida State Assessment
 Increase Reading proficiency from 23% to 40% on the Florida State Assessment

Person responsible for monitoring outcome: Shirley Winfrey (winfreys@duvalschools.org)

Evidence-based Strategy: Consistent implementation of interventions such as Corrective Reading and Acaletics for our students and utilizing our Reading and Math interventionist to provide frequent, targeted standards-based instruction will lead to gains in proficiency.

Rationale for Evidence-based Strategy: To close the school's proficiency gap in the core areas as compared to the state and district.

Action Steps to Implement

Provide real-life and interactive experiences through field trips linked to the standards in order to support classroom lessons taught and the use of interactive monitors and laptop carts in the classroom.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Have a Reading and Math Coach to assist with training teachers on small group instruction in their specific content area.

Person Responsible Judy Howard (howardj4@duvalschools.org)

Use Corrective Reading and Leveled Literacy Intervention kits to address the gaps in Reading foundational skills.

Person Responsible Mindy Wilcox (wilcoxm2@duvalschools.org)

Utilize Acaletics consistently to build foundational skills in math and increase proficiency

Person Responsible Nyeika Thorne (thoren@duvalschools.org)

Provide before and after-school tutoring in the content areas to the Lowest Performing Quartile students.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Have paraprofessionals assist teachers with small group instruction.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In the area of student-teacher trust as indicated on our 5 Essentials survey, we will have some on-going professional development for our teachers that will incorporate activities to build caring classrooms.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00