

Duval County Public Schools

Hyde Grove Elementary School



2020-21 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: 7/13/2020

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
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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: D (36%)
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 Grove Elementary School

2056 LANE AVE S, Jacksonville, FL 32210

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

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 PK-2	Yes	%
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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SIP Authority

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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.

To establish a culturally responsive education for each student in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Provide the school's vision statement.

To empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning environment.

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
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>
Thompson, Lola	Instructional Coach	<p>Provides explicit Reading instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction. Works with school principal and reading teacher to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency. Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student reading achievement.</p> <p>Essential Functions</p>

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting. 2. Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula based learning objectives. 3. Coordinates with school Principal to develop a schedule of one-on-one or small group reading support, based upon analysis of current data, for identified at-risk students. 4. Works closely with identified at-risk students' reading teacher to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success. 5. Monitors and maintains accurate data and anecdotal records on student progress towards reading achievement goals. Articulates the students' response or progress to intervention of at-risk students weekly through a progress monitoring data base system. 6. Performs other duties as assigned.

Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.

Essential Functions

Porter,
Janelle

Assistant
Principal

1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.
2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.
3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.
4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.
5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.
6. Collects and analyzes data for continuous school improvement.
7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Name	Title	Job Duties and Responsibilities
		<p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>
Singleton, Jessica	Instructional Coach	<p>Assists in the K-12 implementation of the K-12 Reading Plan by coaching, training, and supporting classroom teachers</p> <p>Essential Functions</p> <p>1. Assists school administrators, school-based reading coaches, and teachers with analysis of school, class, and individual student data to determine needs in reading and ELA.</p> <p>2. Models and conducts focus walks with school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>3. Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data.</p> <p>4. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement.</p> <p>5. Supports teachers and reading coaches with planning instruction to meet student needs through differentiated instruction.</p> <p>6. Works with school-based coaches and teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) and strategies are implemented with fidelity and adjusted to meet student needs.</p> <p>7. Provides support for school-based professional development to build school training capacity. Develops and delivers school-based professional development in reading content and instructional strategies for assigned grades or content, based on targeted school needs and identified teacher needs.</p> <p>8. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work.</p> <p>9. Ensures that intensive reading teachers implement a 90 minute uninterrupted reading block using the Supplemental Reading Intervention Program (SIRP).</p> <p>10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.</p> <p>11. Performs other duties as assigned.</p> <p>Minimum Qualifications</p>
Westberry, Tonya	Teacher, ESE	<p>Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives</p>

Name	Title	Job Duties and Responsibilities
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to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.

Demographic Information

Principal start date

Monday 7/13/2020, Erica Little Bartley

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.*

0

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.*

0

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 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
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: No Grade 2017-18: No Grade 2016-17: No Grade

	2015-16: D (36%)
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 .	

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	137	118	119	0	0	0	0	0	0	0	0	0	0	374
Attendance below 90 percent	61	46	53	0	0	0	0	0	0	0	0	0	0	160
One or more suspensions	7	9	15	0	0	0	0	0	0	0	0	0	0	31
Course failure in ELA	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	87	107	88	0	0	0	0	0	0	0	0	0	0	282

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 7/13/2020

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	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	

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	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	

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	
	(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

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%	0
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%	0
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%	0
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%	0
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%	0
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%	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.

Reading was our lowest area of performance based on i-Ready Data. The contributing factors are inconsistent implementation of small group- differentiated instruction, standards-based instructional delivery and the inability to complete a full year of reading interventions using Reading Mastery Program.

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

First grade reading achievement decreased 12% from 2017-2018 to 2019-2020 school year. The primary factors related to this decline was the inconsistent implementation of small group- differentiated instruction, and standards-based instructional delivery. Again, the inability to complete a full year of reading interventions using Reading Mastery Program.

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 lowest area of performance was in Reading Proficiency in first grade. This area has been trending as our lowest performing since 2018-19. The contributing factors are inconsistent implementation of small group- differentiated instruction, standards-based instructional delivery and the inability to complete a full year of reading interventions using Reading Mastery Program.

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

The most improved area in our school was Math Proficiency. Our school adopted the math intervention program, Acaletics, which embedded Math Club, a designated time to review and preview identify math concepts. This program allowed teachers to expose students to mathematical concepts for grade level readiness.

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

Our area of concern is for students with disabilities. Math proficiency showed strong improvement, but our achievement in Reading Proficiency was only 13%.

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

1. Standards-Based Instructional Planning and Implementation in Reading
2. Standards-Based Instructional Planning and Implementation in Math
3. Culture and Environment related to Positive Behavior Intervention and Support
4. Differentiated Small Group Instruction

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Teachers expressed increasing more collective responsibility among the school community to create a positive and supportive environment per the the 5 essentials survey.
Measurable Outcome:	100% of stakeholders (i.e. administration, teachers, students and support staff) will engage in school wide positive environment initiatives.
Person responsible for monitoring outcome:	Janelle Porter (porterj@duvalschools.org)
Evidence-based Strategy:	Teachers and staff will implement the school wide positive behavior systems to ensure that students are given tangible feedback to support their academic performance. Using PBIS meeting notes, Class Dojo, and school wide recognitions and incentives, our team will monitor students and teachers with these educational platforms.
Rationale for Evidence-based Strategy:	Utilizing a school wide PBIS system will ensure a positive school community.

Action Steps to Implement

Create a PBIS Team and meet bi-weekly to discuss students and next steps

Person Responsible Janelle Porter (porterj@duvalschools.org)

Review the school wide student rewards and incentives plan with stakeholders

Person Responsible Janelle Porter (porterj@duvalschools.org)

Review the school wide behavior system with all stakeholders

Person Responsible Janelle Porter (porterj@duvalschools.org)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus
Description and Rationale: Standards-aligned collaborative planning was not evident in all classrooms across grades K-2. Based on the feedback from our 5 Essentials survey, teachers indicated that collaborative planning would help impact overall student achievement scores.

Measurable Outcome: 100% of our current core content teachers will engage in successful standards-based instructional collaborative planning procedures and implementation.

Person responsible for monitoring outcome: Erica Little-Bartley (littlee1@duvalschools.org)

Evidence-based Strategy: Ensure teachers are given professional development opportunities in regards to collaborative planning. Provide teachers will collaborative groups to have other colleagues on different grade levels to plan with and use as a resource. Provide immediate feedback during walkthroughs and PD sessions to calibrate planning if needed.

Rationale for Evidence-based Strategy: As expressed in the 5 Essentials survey, teachers indicated the need for school-wide collaborative practices and structures.

Action Steps to Implement

Provide professional development to members of the leadership team to better understand how to incorporate and develop collaborative practices school-wide.

Person Responsible Erica Little-Bartley (littlee1@duvalschools.org)

Reading Coach and administration will provide professional development to teachers on collaborative planning strategies and practices for school-wide implementation.

Person Responsible Erica Little-Bartley (littlee1@duvalschools.org)

Review and analyze walkthrough data to see if collaborative planning practices are impacting standards-based instructional delivery.

Person Responsible Erica Little-Bartley (littlee1@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description
and Rationale:**

Standards-aligned instruction was not aligned in all classrooms across grades K-2. Standards-aligned tasks ratings per the Standards Walkthrough Tool varied among classrooms.

Rating on the SBI Continuum:
Hyde Grove falls within the second stage of the SBI Continuum. At this time, we will review stage 1 as we build our leadership team and recalibrate.

**Measurable
Outcome:**

100% of our current core content teachers will engage in successful standards-based instructional planning procedures and implementation.

**Person
responsible for
monitoring
outcome:**

Erica Little-Bartley (littlee1@duvalschools.org)

**Evidence-
based
Strategy:**

Ensure students are exposed to standards aligned instruction, tasks, and assessments. Provide immediate feedback, PD and support to teachers using data from the Standards Walk-Through Tool.

Provide immediate feedback, PD, and support to teachers using the SWT

**Rationale for
Evidence-
based
Strategy:**

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Provide professional development to members of the leadership team and teacher to better the understanding of the alignment between the SIP and the standards-based instructional plan.

**Person
Responsible**

Erica Little-Bartley (littlee1@duvalschools.org)

Calibrated Administration: Conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction are established throughout the school.

**Person
Responsible**

Erica Little-Bartley (littlee1@duvalschools.org)

Collaborative Planning: Review and analyze walk through data to determine PD needs, support, and next steps.

**Person
Responsible**

Janelle Porter (porterj@duvalschools.org)

Standards-Based Planning: Support content teams in PLC's with planning data-driven standards-based instruction with aligned tasks and assessments. The Reading Coach will help lead planning with teachers.

**Person
Responsible**

Jessica Singleton (singletonj1@duvalschools.org)

Data Review: Data reviews will be ongoing in order to stay current of student needs and to appropriately plan for the next instructional steps.

**Person
Responsible**

Erica Little-Bartley (littlee1@duvalschools.org)

Aligned Observations: Classroom observations will be used to ensure instruction, tasks, and assessments are aligned to grade-level standards.

**Person
Responsible**

Erica Little-Bartley (littlee1@duvalschools.org)

Continued Support: Ongoing differentiated support to ensure teachers are moving effectively through the standards-based instructional plan. The Reading Coach and Reading Interventionist will continue to support teachers with standards-based instruction and planning.

Person Responsible Erica Little-Bartley (littlee1@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

The school leadership team will continue to conduct a needs assessment and analysis for our students in our subgroup categories.

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.

In effort to foster a positive learning environment at Hyde Grove, teachers will be trained how to implement CHAMPS as a form of classroom management and throughout all common areas (i.e. the whole school). School administration will send home weekly correspondences every Tuesday with pertinent school information. Teachers will communicate with parents via Class Dojo daily to keep parents abreast of their student's academic progress. School administration will update all social media platforms such the school website and Facebook so all stakeholders can stay informed. School will conduct SAC meetings and parental involvement sessions to keep the vision and mission fresh on all stakeholders' minds.

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: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00

3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00