

Duval County Public Schools

Holiday Hill Elementary School



2020-21 Schoolwide Improvement Plan

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Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

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

Demographics

Principal: Matthew Peterson

Start Date for this Principal: 3/15/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (53%) 2016-17: A (62%) 2015-16: B (59%)
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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<http://www.duvalschools.org/holidayhill>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>75%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>53%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	A

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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.

Holiday Hill creates an engaging learning environment where students collaborate, take ownership of their learning, and demonstrate a passion for knowledge. We build confident leaders by providing safe, supportive, and positive relationships between students, faculty and members of the community. Holiday Hill cultivates success in every student, every day!

Provide the school's vision statement.

All members of the Holiday Hill community are committed to inspire and educate our students to achieve individual excellence and become leaders in society.

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
Peterson, Matt	Principal	Cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.
Oneal, Amber	Assistant Principal	Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety, and provide discipline guidance.
Minton, Schantel	Assistant Principal	Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety, and provide discipline guidance.
Fleming, Michele	Teacher, K-12	Ensures high quality instruction via the coaching model, co-planning, co-teaching, and providing feedback to teachers. Provides professional development to meet the needs of the teachers and students.
Gersten, Michelle	Other	Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety, and provide discipline guidance.
Hutto, Amanda	Other	Provide and cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety, and provide discipline guidance.

Demographic Information

Principal start date

Thursday 3/15/2018, Matthew Peterson

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.*

2

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.*

11

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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Regional Executive Director	Cassandra Brusca
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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	61	99	94	95	87	94	0	0	0	0	0	0	0	530
Attendance below 90 percent	9	14	16	18	23	18	0	0	0	0	0	0	0	98
One or more suspensions	3	6	5	8	6	2	0	0	0	0	0	0	0	30
Course failure in ELA	3	0	5	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	14	45	42	34	20	28	0	0	0	0	0	0	0	183
Level 1 on 2019 statewide Math assessment	23	54	45	40	19	17	0	0	0	0	0	0	0	198

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	16	43	37	35	24	17	0	0	0	0	0	0	0	172

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	1	0	5	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 8/5/2020

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	89	90	93	93	95	125	0	0	0	0	0	0	0	585
Attendance below 90 percent	19	14	17	24	18	26	0	0	0	0	0	0	0	118
One or more suspensions	8	13	11	11	12	10	0	0	0	0	0	0	0	65
Course failure in ELA or Math	6	1	6	1	0	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	13	21	34	49	53	59	0	0	0	0	0	0	0	229

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	4	12	13	26	26	0	0	0	0	0	0	0	81

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	11	25	40	122	6	21	0	0	0	0	0	0	0	225
Students retained two or more times	32	57	63	73	93	89	0	0	0	0	0	0	0	407

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	89	90	93	93	95	125	0	0	0	0	0	0	0	585
Attendance below 90 percent	19	14	17	24	18	26	0	0	0	0	0	0	0	118
One or more suspensions	8	13	11	11	12	10	0	0	0	0	0	0	0	65
Course failure in ELA or Math	6	1	6	1	0	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	13	21	34	49	53	59	0	0	0	0	0	0	0	229

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	4	12	13	26	26	0	0	0	0	0	0	0	81

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	11	25	40	122	6	21	0	0	0	0	0	0	0	225
Students retained two or more times	32	57	63	73	93	89	0	0	0	0	0	0	0	407

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	58%	50%	57%	61%	49%	55%
ELA Learning Gains	57%	56%	58%	60%	56%	57%
ELA Lowest 25th Percentile	45%	50%	53%	54%	54%	52%
Math Achievement	65%	62%	63%	69%	62%	61%
Math Learning Gains	65%	63%	62%	69%	63%	61%
Math Lowest 25th Percentile	51%	52%	51%	47%	54%	51%
Science Achievement	60%	48%	53%	74%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	51%	0%	58%	-7%
	2018	54%	50%	4%	57%	-3%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	49%	52%	-3%	58%	-9%
	2018	56%	49%	7%	56%	0%
Same Grade Comparison		-7%				
Cohort Comparison		-5%				
05	2019	63%	50%	13%	56%	7%
	2018	62%	51%	11%	55%	7%
Same Grade Comparison		1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	61%	-1%	62%	-2%
	2018	68%	59%	9%	62%	6%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	70%	64%	6%	64%	6%
	2018	69%	60%	9%	62%	7%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	60%	57%	3%	60%	0%
	2018	71%	61%	10%	61%	10%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	49%	6%	53%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		1%				
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	17	46	47	26	52	45	16				
ELL	46	78		54	72		45				
ASN	60			90							
BLK	29	46	24	41	50	42	36				
HSP	63	68	60	65	74	60	63				
MUL	80	84		75	58		64				
WHT	66	51	53	74	69	55	69				
FRL	41	53	47	49	60	56	43				
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	23	35	32	28	26	15	26				
ELL	15	35	33	46	50						
BLK	34	41	25	58	53	33	33				
HSP	42	58		61	52						
MUL	78	67		91	83						
WHT	71	64	36	75	63	27	68				
FRL	49	49	32	62	54	32	48				
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	28	46	43	29	39	33	39				
ELL	30	62	60	38	85	90					
BLK	47	51	50	54	60	28	58				
HSP	51	60	45	54	63		50				
MUL	70			80							
WHT	68	65	61	76	72	58	88				
FRL	53	60	60	58	68	46	68				

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
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	64

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	62
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	51
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.

4th Grade Reading and Writing-Lack of teaching to the Reading and Writing standards. Unclear expectations for utilizing the standards during instruction.

3rd and 5th grade Math-Lack of pedagogy and lack of differentiation in the classroom. Lack of engagement and no follow-up on check for understanding.

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

5th grade Math (2018)- 71% to 60% in 2018. Lack of pedagogy and lack of differentiation in the classroom. Lack of engagement and no follow-up on understanding of content. No check for understanding. Lack of classroom management.

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.

4th grade ELA: State 58% and School 49%. Lack of rigor and text in hand. Students are not exposed to the complexity of the standard. Lack of differentiation.

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

2018 (29%)-2019 (51% in Math: math interventionist in place. Differentiation based on their previous math data.

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

Attendance rates and out of school suspensions.

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

1. Ensure standards based teaching
2. Differentiation
3. Continue with collaborative professional development
4. Focus on de-escalation strategies; proactive approach towards behaviors
5. Strengthen relationship with community stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Professional Development will continue to focus on the implementation of the learning arcs and standards walk through tool. During the 2019-2020 school year, the school district noticed the lack of instructional task alignment to the standards. Tasks aligned to the standard is critical in ensuring students are capable of learning, retaining, and applying to the mastery of the standard.

Measurable Outcome: After a two week cycle of using the standards walkthrough tool all grade levels would have been visited. Next, administration will calibrate based on the trends from the standards walk-through tool to determine next steps for the school and/or grade level. The outcome to observe is to increase in rating from the previous walkthrough tool rating.

Person responsible for monitoring outcome: Matt Peterson (petersonm1@duvalschools.org)

Evidence-based Strategy: Implementation of the Education Resources Information Center. This site has a variety of evidence-based and research-based journals and/or articles that would benefit the support increasing implementing effective strategies in the classroom.

Rationale for Evidence-based Strategy: The peer reviewed articles provide evidence based strategies to support our way of work of using the standards walkthrough tool to support students and teachers in the classroom.

Action Steps to Implement

The implementation of common planning and professional learning communities to support our students with disabilities will be utilized on a weekly basis.

Person Responsible Matt Peterson (petersonm1@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

The leadership team has also prioritized student attendance and out-of-school suspensions as areas for growth on our campus. Our team will continue to provide supportive resources to families and work with each child in developing de-escalation strategies to shape behaviors.

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.

The following organizations and resources are incorporated throughout the instructional day. The desired outcome is to develop the whole child (academically, socially, and emotionally).

PTA events to celebrate student and adult-learners; SAC meetings to discuss policy and compliance; Faith-Based partners provide mentoring and encouragement; Parent Involvement Room, Calm Classroom techniques and scripts, School-based celebrations, such as: award ceremonies, Literacy Parade, Science Fairs, academic celebrations, Super Scholar Celebration, Mindfulness resources, and Duval / Parent Nights.

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: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00