

Duval County Public Schools

Hyde Grove Elementary School



2021-22 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: 7/14/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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/hydegrove>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

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

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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	Position 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 though 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>
Porter, Janelle	Assistant Principal	<p>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.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>engaged in the educational process.</p> <ol style="list-style-type: none"> 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. 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. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 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. Collects and analyzes data for continuous school improvement. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. Performs other duties as assigned.
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 to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives</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> <ol style="list-style-type: none"> Provides intensive instruction in reading to at-risk students in a one-on-

Name	Position Title	Job Duties and Responsibilities
		<p>one or small group setting.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Performs other duties as assigned.</p>

Demographic Information

Principal start date

Wednesday 7/14/2021, 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

Total number of students enrolled at the school

672

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22**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	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	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	
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	

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					50%	57%		50%	56%
ELA Learning Gains					56%	58%		51%	55%
ELA Lowest 25th Percentile					50%	53%		46%	48%
Math Achievement					62%	63%		61%	62%
Math Learning Gains					63%	62%		59%	59%
Math Lowest 25th Percentile					52%	51%		48%	47%
Science Achievement					48%	53%		55%	55%

Grade Level Data Review - State Assessments

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostic testing was used by Grades 1-2 to compile the data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	14%	34%
	Economically Disadvantaged	12%	15%	30%
	Students With Disabilities	12%	0%	22%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	14%	37%
	Economically Disadvantaged	11%	15%	33%
	Students With Disabilities	4%	12%	22%
	English Language Learners	0%	0%	0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	22%	32%
	Economically Disadvantaged	11%	22%	32%
	Students With Disabilities	7%	8%	8%
	English Language Learners	0%	33%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	9%	25%
	Economically Disadvantaged	6%	9%	26%
	Students With Disabilities	7%	0%	8%
	English Language Learners	0%	0%	25%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	31		22	46		9				
BLK	24	36	70	25	29	45	9				
HSP	8			23							

2021 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 2019-20	C & C Accel 2019-20
MUL	40			40							
WHT	49	45		54	45		73				
FRL	26	35	64	31	34	50	20				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	16
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

First grade reading achievement continues to be the focus.. 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our lowest area of performance was in Reading Proficiency in first grade. This area has been trending as our lowest performing since 2019-20. 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. New actions that will be taken include adding a foundational skills intervention through LLI, implementing extra skills remediation block during Early Dismissal Days, and having push-in support from Reading Coach and Interventionist, and tutoring specifically around foundational skills for Reading.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improved area in our school was Math Proficiency and ELA Growth. Our school adopted the math intervention program, Acaletics, which embedded Math Club, a designated time to review and preview identifies math concepts. This program allowed teachers to expose students to mathematical concepts for grade level readiness. Regarding ELA growth, we implemented the intervention of Reading Mastery Signature and effectively monitored the systems.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement are credited to our use of interventions and progress monitoring. We

What strategies will need to be implemented in order to accelerate learning?

We will need to continue to provide safety nets and interventions for students that are deficient in reading foundational skills.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers and leaders will engage in weekly professional learning during common planning time, Early Release Days, and additional development around standards-based instruction and foundational skills.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continuous monitoring of implemented strategies and progress monitoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus	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.
Description and Rationale:	
Measurable Outcome:	100% of our current core content teachers will engage in successful standards-based instructional collaborative planning procedures and implementation.
Monitoring:	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.
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:	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. The Reading Coach will help when providing these opportunities for teachers.

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)

#2. 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.
Monitoring:	Instructional practice with standards-aligned instruction will be monitored on a weekly to bi-weekly basis to ensure effectiveness of implementation. This will also be monitored by the Assistant Principal and the Reading Coach.
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 teachers 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)

Data Review: Data reviews will be ongoing in order to stay current of student needs and to appropriately plan for the next instructional steps. The Reading interventionist will help provide Tier 3 support for those students that need additional instructional support. Tutoring will be provided for students by teachers before or after school, to help with skills deficits. Supplies such as folders, supplementary curriculum, composition books, etc., will help with next steps.

Person Responsible Lola Thompson (thompsonl2@duvalschools.org)

Aligned Observations: Classroom observations will be used to ensure instruction, tasks, and assessments are aligned to grade-level standards. Standards aligned instruction will also take place in the Resource classrooms. Adding a full-time Media Specialist will maximize opportunity for students to apply reading strategies during Media time with leveled text.

Person Responsible Janelle Porter (porterj@duvalschools.org)

#3. 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.
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Measurable Outcome:	100% of stakeholders (i.e. administration, teachers, students and support staff) will engage in school wide positive environment initiatives.
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Monitoring:	This area of focus will be monitored bi-weekly through PBIS meetings and also through surveys and additional feedback.
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Person responsible for monitoring outcome:	Janelle Porter (porterj@duvalschools.org)
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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.
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Evidence-based Strategy:	Using PBIS meeting notes, Class Dojo, and school wide recognitions and incentives, our team will monitor students and teachers with these educational platforms.
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Rationale for Evidence-based Strategy:	Utilizing a school wide PBIS system will ensure a positive school community.
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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)
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Review the school wide student rewards and incentives plan with stakeholders

Person Responsible	Janelle Porter (porterj@duvalschools.org)
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Review the school wide behavior system with all stakeholders

Person Responsible	[no one identified]
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Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Hyde Grove Elementary ranks 273 out of 1395 students in the state of Florida. In addition, our school is ranked 13 out of 97 in Duval County. We attribute our low incidences to implementing PBIS team and solid school wide rituals and routines. In the beginning of the school year, we implemented school hallway movement, cafeteria behavior and schoolwide behavior expectations. All teachers have been trained and use CHAMPS as a behavior management system. Calm Classroom was implemented by all teachers to assist with transitions throughout the school day. Schoolwide incentive program was implemented for students and faculty to receive reward for enhancing the positive school culture such as teacher of the month, student of the month, attendance and class of the week.

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.

Hyde Grove Elementary will continue to foster a positive learning environment by providing professional development for teachers, using various methods of communication with parents and conducting parent meetings. Teachers will continue to use CHAMPS as a form of class management school-wide. All teachers will be trained to implement this system in their daily practices. Hyde Grove will use the following methods to communicate with parents: weekly newsletter, Class Dojo and social media platforms. Parents will receive a school newsletter on every Tuesday to keep them abreast of the weekly school activities. Class Dojo will be used to communicate with parents regarding student's academic progress. The school PBIS team will ensure incentives are rewarded to teachers, staff and students. Also, PBIS will monitor the school wide ritual and routines to ensure safety and positivity is the main priority for all stakeholders. School administrators will continue to update social media platforms such as school website and Facebook. This will allow all stakeholders to be aware of school events. School administration will conduct school advisory council meetings. In addition, school will conduct family engagement activities to promote a shared vision for the school and work in tandem to ensure that students are successful academically.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal Bartley and Assistant Principal Porter will continue to work with stakeholders in school advisory council meetings. Collectively, Bartley and Porter will provide opportunities for parental involvement. In addition, Bartley and Porter will monitor the communications among parents and teachers on Class Dojo. Also, school administration will ensure all teachers are provided training on classroom management skills. Porter will continue to work with stakeholders on school PBIS team. Porter will create and send out weekly school newsletter.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00

Total:		\$0.00
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