

Duval County Public Schools

Hyde Park Elementary School



2021-22 Schoolwide Improvement Plan

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Hyde Park Elementary School

5300 PARK ST, Jacksonville, FL 32205

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

Demographics

Principal: Sh IR Ley Winfrey

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
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	2018-19: C (42%) 2017-18: F (26%) 2016-17: C (43%)
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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Hyde Park Elementary School

5300 PARK ST, Jacksonville, FL 32205

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	F

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hyde Park Elementary is a dynamic child-centered school committed to developing the whole child by providing high-quality instruction, which will enable students to reach their full potential and become successful citizens who value learning as a continual process throughout their lives.

Provide the school's vision statement.

Hyde Park Elementary students will become academically proficient problem solvers and life-long learners through the support of parents, peers, teachers, and the community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Winfrey, Shirley	Principal	<p>The Principal provides a common vision for the school, oversees data based decisions, ensures the school based team is implementing MTSS, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support implementation of curriculum, communicates with parents regarding school-based instructional plans and activities, and evaluates the progress at Hyde Park Elementary. The Principal is an instructional leader that consistently observes teachers, gives timely feedback and next steps with frequent follow-up. She also assists with and leads common planning and professional development. Mrs. Winfrey is also an active member of the school's shared decision making team.</p>
Howard, Judy	Assistant Principal	<p>The Assistant Principal is an instructional leader who assists with overseeing data based decisions, leads common planning sessions, provides professional development and observes teachers and gives timely feedback. The Assistant Principal operates as lead administrator in the absence of the Principal.</p>
Porter, Amanda	Reading Coach	<p>The Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and providing assistance with curriculum during common planning and professional development.</p>
Thorne, Nyeika	Math Coach	<p>The Math Coach guides the integrity of core math instruction by modeling for teachers, co-teaching and providing assistance with curriculum during common planning and professional development.</p>
Wilcox, Mindy	Other	<p>The school's Reading Interventionist participates in student data collection, assists in determining the need for further assessment, supports core instructional activities/materials into Tier 2 and/or Tier 3 instruction, and collaborates with general education teachers. The school's interventionist is an important part of the schools decisions making process.</p>
Coleman, Kimberly	Other	<p>The school's Math Interventionists participates in student data collection, assists in determining the need for further assessment, supports core instructional activities/materials</p>

Name	Position Title	Job Duties and Responsibilities
		<p>into Tier 2 and/or Tier 3 instruction, and collaborates with general education teachers. The school's interventionist is an important part of the schools decisions making process.</p>
<p>Monroe, Bervinda</p>	<p>School Counselor</p>	<p>The School Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She links community agencies to families to support the child's academic, behavioral, and social needs, monitors and evaluates the integrity of core guidance instruction, integrates core guidance instructional activities/ materials into Tier 2 and Tier 3 guidance instruction, and provides intensive individual guidance instruction.</p>
<p>Everson, Vicki</p>	<p>Teacher, ESE</p>	<p>The ESE Lead provides the team and teachers with instructional supplemental and intensive research based programs that supports core instructional activities/ materials in the Response to Intervention process. She also provides input to the teachers and team of differentiated strategies and accommodations that will assist the students in the learning environment. She ensures students receive their individualized accommodations that are stated in their IEP.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Sh IR Ley Winfrey

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

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.*

6

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

241

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

1

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	81	83	77	0	0	0	0	0	0	0	241
Attendance below 90 percent	0	0	0	29	28	41	0	0	0	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	46	36	42	0	0	0	0	0	0	0	124
Course failure in Math	0	0	0	8	9	2	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	0	0	0	46	36	42	0	0	0	0	0	0	0	124

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	47	40	45	0	0	0	0	0	0	0	132

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	7	2	0	0	0	0	0	0	0	0	9
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

Tuesday 7/20/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	24	53	47	0	0	0	0	0	0	0	124

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	24	53	47	0	0	0	0	0	0	0	124

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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				23%	50%	57%	19%	50%	56%
ELA Learning Gains				47%	56%	58%	31%	51%	55%
ELA Lowest 25th Percentile				69%	50%	53%	35%	46%	48%
Math Achievement				34%	62%	63%	21%	61%	62%
Math Learning Gains				48%	63%	62%	22%	59%	59%
Math Lowest 25th Percentile				63%	52%	51%	32%	48%	47%
Science Achievement				11%	48%	53%	23%	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
03	2021					
	2019	26%	51%	-25%	58%	-32%
Cohort Comparison						
04	2021					
	2019	18%	52%	-34%	58%	-40%
Cohort Comparison						
05	2021					
	2019	22%	50%	-28%	56%	-34%
Cohort Comparison						
		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	61%	-14%	62%	-15%
Cohort Comparison						
04	2021					
	2019	31%	64%	-33%	64%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-47%				
05	2021					
	2019	21%	57%	-36%	60%	-39%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	11%	49%	-38%	53%	-42%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The data below was pulled from the information provided by the district in our Principal's folder. It includes information from our school Progress Monitoring Assessments that are give 3 times throughout the school year.

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	23%	30%
	Economically Disadvantaged	29%	22%	30%
	Students With Disabilities	19%	6%	10%
	English Language Learners	0%	0%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	33%	34%
	Economically Disadvantaged	27%	32%	34%
	Students With Disabilities	12%	13%	16%
	English Language Learners	33%	33%	67%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	42%	42%
	Economically Disadvantaged	18%	40%	40%
	Students With Disabilities	N/A	44%	29%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	45%	28%
	Economically Disadvantaged	23%	46%	29%
	Students With Disabilities	N/A	6%	24%
	English Language Learners	N/A	N/A	N/A
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	26%	50%
	Economically Disadvantaged	20%	21%	46%
	Students With Disabilities	N/A	10%	11%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	22%	22%
	Economically Disadvantaged	13%	21%	18%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	23%	27%	35%
	Economically Disadvantaged	20%	22%	30%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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							
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
SWD	8	23	33	11	31	29					
ELL					30						
BLK	17	31	38	18	21	29	14				
HSP	11	26		18	24						
MUL	37	36		42	18						
WHT	32	33		29	30		67				
FRL	18	30	33	20	20	31	22				

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 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	
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?

One major trend that is evident in our data is the percent of students proficient in Reading. Our Reading proficiency has been below 30% for the last 5 years. Also, students with disabilities tend to score low across the content areas.

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

Our Reading and Science Proficiency areas remain the greatest areas in need of improvement.

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

The amount of students participating in online learning contributed to these areas of need. Also students entering our building in 3rd grade with a lack of foundational reading skills.

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

The most improved area based on our 2019 data are in the areas of Reading and Math gains for our lowest performing quartile.

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

Teachers met bi-weekly with the administrative team which includes the Reading and Math Coach to plan standards-aligned lessons. Teachers were provided professional development to ensure a better alignment between the SIP and our standards-based instructional plan and continuum. Frequent data reviews from our standards walk-throughs will be utilized to provide teachers immediate feedback.

This will enable them to provide more targeted small group instruction to students. Reviews of the dashboard and student performance will be conducted by our leadership team to stay current, meet student needs and plan the next instructional steps.

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

-Consistent common planning that focuses on standards aligned lessons, activities and tasks utilizing the appropriate planning tools including: ALD's, KUD's, Item Specifications, Standards Progression.
-Front loading teachers by reviewing lessons and curriculum prior to being taught to ensure standards alignment

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.

Professional development opportunities will be provided that will focus on standards based instruction through lesson study.

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

Before and after school tutoring will be utilized to ensure sustainability of improvement. We will also continue to implement virtual planning sessions amongst the grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus	Small group instruction in the areas of reading and math.
Description and Rationale:	Rationale: Although there were great learning gains in all academic areas and an increase in proficiency in Reading and Math, there is still a large gap in the area of proficiency for all tested areas.
Measurable Outcome:	<p>Increase Math proficiency by 10% on the Florida State Assessment</p> <p>Increase Reading proficiency by 10% on the Florida State Assessment</p> <p>Increase Science proficiency by 10% on the Florida State Assessment</p>
Monitoring:	The implementation of small groups will be monitored by administration through weekly standards walk throughs and consistent classroom observations with specific feedback.
Person responsible for monitoring outcome:	Shirley Winfrey (winfreys@duvalschools.org)
Evidence-based Strategy:	Consistent implementation of interventions such as Corrective Reading and Acaletics for our students and utilizing our Reading and Math interventionist to provide frequent, targeted, standards-based instruction will lead to gains in proficiency.
Rationale for Evidence-based Strategy:	The rationale for choosing this specific strategy is to close the school's proficiency gap in the core areas as compared to the state and district. The resources used were the school's performance on district based assessments as well as the FSA.

Action Steps to Implement

The Reading and Math Coach will assist with training teachers on small group instruction in their specific content area.

Person Responsible Judy Howard (howardj4@duvalschools.org)

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

Person Responsible Amanda Porter (maldonadoa@duvalschools.org)

Utilize Acaletics consistently to build foundational skills in math and increase proficiency. Frequent use of hands on Science Investigations to improve in the area of science.

Person Responsible Nyeika Thorne (thoren@duvalschools.org)

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

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Paraprofessionals will work with small groups of students in their targeted academic areas using standards based materials.

Person Responsible Judy Howard (howardj4@duvalschools.org)

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

Area of Focus Description and Rationale: Area of Focus: Standards based planning that creates aligned observations that as a result produce student task, activities and assessments that are standards aligned.
 Rationale: According to our standards walkthrough dashboard only 77% of our teachers consistently developed and assigned assessments that were aligned to the FSA, contained appropriate grade-level standards and included the needed depth and rigor as observed in our standards walkthrough tools.

Measurable Outcome: At least 90% of our teachers will consistently utilize and demonstrate the successful implementation of student task, activities and assessments that align to the standards and are taught to the level of proficiency that aligns with the FSA.

Monitoring: Administrators will attend common planning to ensure standards based planning is taking place. Weekly walkthroughs will be conducted to ensure student implementation.

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

1. Consistent common planning that focuses on standards aligned activities and tasks utilizing the appropriate planning tools including ALDs, KUDS and item specifications.

Evidence-based Strategy: 2. Front loading teachers and review lessons before they are taught for standards alignment.

3. Reduce class size to ensure quality classroom instruction.

3. Frequent lesson studies around the standard.

Rationale for Evidence-based Strategy: The tools utilized will ensure direct alignment to the standards and assist with the gauging of rigor. This will assist with the closing of our school's proficiency gap in the core areas as compared to the state and district.

As referenced in "Understanding by Design" by McTighe and Wiggins, "Standards aligned assessments and performance tasks result in more effective teaching and improved student learning."

Action Steps to Implement

Use Title 1 funds to add an additional 5th grade teacher to our school roster. This will reduce class size and positively impact/increase student achievement.

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

Provide targeted professional development for teachers.

Plan fieldtrips that lend themselves to hands on real-world experiences for our students.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

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

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Provide professional development to teachers to ensure a better understanding of the alignment between the SIP and our standards-based instructional plan and continuum. (Sept. 2021)

Person Responsible Judy Howard (howardj4@duvalschools.org)

Frequent data reviews of our student performance will be conducted by our leadership team to stay current with student needs and appropriately plan for the next instructional steps. (Aug. 2021- May 2022)
We will review the data from the following programs: Achieve 3000, Freckle, Star and Study Island.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Storeroom order supplies will be utilized when conducting professional development with teachers. Several copies (utilizing toner) will be made to ensure teachers have a hard copy of all ALDs and item specifications in their binders for common planning. Copies of the KUDs will also be distributed bi-weekly to teachers as well as assessments for lesson checks and EEAs. This will allow teachers to monitor student performance.

Person Responsible Amanda Porter (maldonadoa@duvalschools.org)

#3. Culture & Environment specifically relating to School Safety

Area of Focus Area of Focus: Student Safety
Description and Rationale: When reviewing our 5 essentials survey under Supportive Environment, our students rated our performance as % which falls in the area of very weak.

Measurable Outcome: We will have at least 60%(strong) in the area of school safety on our upcoming 5 essentials survey for 2021-2022 School year.

Monitoring: The Assistant Principal will frequently monitor referrals and behavior incident reports to ensure a decline in incidents. The PBIS team will also do quarterly observations of the problem areas.

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

Evidence-based Strategy:
 1. Consistent monitoring of the high needs areas by the Positive Behavior Intervention Support team.
 2. Consistent analysis of discipline and survey data collected from students, parents and teachers will be utilized to create a positive school environment.

Rationale for Evidence-based Strategy: Evidence shows that when you have a strong Supportive Environment, students function better socially and academically. As stated in "Enhancing School Improvement" by Danielson as safe and positive environment is essential to school improvement.

Action Steps to Implement

Incorporate bathroom monitors for each classroom using the buddy system.

Person Responsible Judy Howard (howardj4@duvalschools.org)

Ensure classroom bathroom visits occur at designated times on the daily schedule.

Person Responsible Judy Howard (howardj4@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 70%, 4th grade is 74%, and 5th grade is 72%

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Shirley Winfrey (winfreys@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Shirley Winfrey (winfreys@duvalschools.org)

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.

According to the safe schools report, Hyde Park had 0.4 incidents per 100 students which places us in the moderate category. We ranked #589 out of 1,395 statewide for the 2019-2020 school year.

After reviewing our discipline data in Focus for the 2020-2021 school year, our focus for the upcoming school year will be on minimizing lower level confrontations such as mutual or non-mutual pushing and shoving or altercations which stop upon verbal command. Hyde Park will incorporate more Restorative Justice. Teachers will be provided in-service professional development during pre-planning to gain strategies in this area.

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.

We have implemented a school-wide behavior plan that includes positive behavior and academic incentives for our students. A VIP lounge has been put into place which is opened the last Friday of every month for students and classrooms meeting their goals. This lounge includes board games, swivel chairs, an x-box gaming system, a karaoke machine, air hockey, and special treats for the students. Hyde Park also has a wildcat store which is opened weekly for students to spend "wildcat chips" that they have earned. We have also implemented our TNT (Terrific Notable Teacher) program to reward our teachers weekly.

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

Administration: The administrative team takes the lead at Hyde Park Elementary. We set the tone and lead by example. Consistently promoting an environment that is encouraging, positive, and sets high expectations for all students. We have also established positive behavior incentives throughout our school for the students.

Teachers: Our teachers carry out the mission and vision set in place for Hyde Park. They are very supportive of the practices that have been established. They work hard each day to build an environment of collaboration, positivity and high expectations for all students.

Students: The students are at the heart of Hyde Park Elementary. They see and model the positive behaviors which are reinforced daily by all staff at our school.

Community: Business partners and SAC members make special contributions throughout the year to support our positive incentive programs.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00