

Duval County Public Schools

Hyde Park Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: C (42%) 2017-18: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	2021-22 Title I School	2021-22 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	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Winfrey, Shirley	Principal	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.
Howard, Judy	Assistant Principal	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. Mrs. Howard takes the lead on ELA instruction. She operates as lead administrator in the absence of the Principal.
Porter, Amanda	Reading Coach	The Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and providing assistance with curriculum during common planning and professional development.
Thorne, Nyeika	Math Coach	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.
Monroe, Bervinda	School Counselor	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.

Name	Position Title	Job Duties and Responsibilities
Everson, Vicki	Teacher, K-12	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.
Felton, Jakesia	Other	The school's Math Interventionists 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.
Wilcox, Mindy	Other	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.

Demographic Information

Principal start date

Sunday 7/1/2018, Sh IR Ley Winfrey

Number of teachers with a 2022 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 2022 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

14

Total number of students enrolled at the school

272

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	92	67	75	0	0	0	0	0	0	0	234
Attendance below 90 percent	0	0	0	35	29	33	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	11	2	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	27	33	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	60	23	28	0	0	0	0	0	0	0	111
Number of students with a substantial reading deficiency	0	0	0	53	0	0	0	0	0	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level who have 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	48	23	24	0	0	0	0	0	0	0	95

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 7/11/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	30%	50%	56%				23%	50%	57%
ELA Learning Gains	50%						47%	56%	58%
ELA Lowest 25th Percentile	50%						69%	50%	53%
Math Achievement	42%	48%	50%				34%	62%	63%
Math Learning Gains	57%						48%	63%	62%
Math Lowest 25th Percentile	54%						63%	52%	51%
Science Achievement	26%	59%	59%				11%	48%	53%

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	2022					
	2019	26%	51%	-25%	58%	-32%
Cohort Comparison						
04	2022					
	2019	18%	52%	-34%	58%	-40%
Cohort Comparison		-26%				
05	2022					
	2019	22%	50%	-28%	56%	-34%
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	47%	61%	-14%	62%	-15%
Cohort Comparison						
04	2022					
	2019	31%	64%	-33%	64%	-33%
Cohort Comparison		-47%				
05	2022					
	2019	21%	57%	-36%	60%	-39%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	11%	49%	-38%	53%	-42%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	34	55	19	44	50	19				
BLK	27	51	48	38	55	48	21				
HSP	39	50		36	50						
WHT	33	43		56	65		45				
FRL	29	51	53	41	55	55	25				
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						

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
MUL	25			25							
WHT	33	42		68	58						
FRL	22	45	68	34	47	61	7				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	48
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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. In 2022, we did show an increase in Reading proficiency by 1%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to our 2022 FSA data, Reading Proficiency, Science Proficiency and both Reading and Math LPQ showed a decrease for the 2022 school year. Reading took a major hit with a decrease of 10%.

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

Attendance, students entering our building in 3rd grade with a lack of foundational reading skills, students who were not identified in time to complete the MTSS process, as well as the gaps created by on-line learning and Covid-19 all contributed to this need for improvement.

Actions needed would be consistent small group instruction, incorporating a MTSS team that meets frequently to identify and address students in need. We will continue to implement an attendance plan from day 1 to ensure students are in school and motivated to come each day. The Reading interventionist will help to identify students in need of targeted instruction in foundational reading skills and schedule to work with them frequently each week.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math gains showed an improvement of 22 percentage points, ELA gains showed an improvement of 16 percentage points and Math proficiency showed an increase of 10 percentage points.

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

Contributing factors included tutoring and targeted instruction. We implemented a part-time tutor in math this past school year which I feel assisted with the growth that was shown. Frequent data reviews from our standards walk-throughs were utilized to provide teachers immediate feedback. This enabled them to provide more targeted small group instruction to students.

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

Strategies that will need to be implemented to accelerate learning are fidelity to the newly adopted core Reading and Mathematics resource which incorporates the elements of the Gradual Release of Responsibility Model (GRRM). Consistent monitoring of student progress will be tracked by teachers weekly to inform instructional decisions and escalate learning in all content areas.

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.

The Reading and Math Coach will facilitate PD on early release days to provide continued support with the newly adopted Reading and Math materials. During pre-planning, professional development will be provided for small group instruction and guided reading. We will provide work with teachers during common planning to provide data trackers and consistently monitoring new data.

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. I will also hire part-time tutors during the day to assist with targeted instruction for our LPQ and bubble students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Reading LPQ and Reading Proficiency

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Rationale: After reviewing the 21-22 data, we noticed a 10 point decline in our Reading LPQ and we noticed our Reading Proficiency only increased by 1 point to 30%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Reading proficiency and LPQ gains by 10% on the State Assessment

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The implementation of small groups will be monitored by administration through weekly benchmark walk throughs and consistent classroom observations with specific feedback, as well as weekly reviews of small group plans.

Person responsible for monitoring outcome:

Amanda Porter (maldonadoa@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Consistent implementation of interventions such as Corrective Reading and the embedded Benchmark Advance interventions for our students. We will utilize our Reading Interventionist to provide frequent, targeted, standards-based instruction in small groups which will lead to gains in proficiency.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for choosing these specific intervention strategies 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Amanda Porter (maldonadoa@duvalschools.org)

Provide before and after-school tutoring in the content areas for the Lowest Performing Quartile students in order to move students to proficiency

Person Responsible

Judy Howard (howardj4@duvalschools.org)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on standards walkthrough dashboard data, only 53% of student classroom assessments experiences were equivalent to state standards.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 90% of student assessments experiences will be equivalent to state standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Shirley Winfrey (winfreys@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Frequent lesson studies focused on the standard and the increased use of standards aligned blended learning experiences in all areas.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The tools utilized will ensure direct alignment to the standards and assist with the monitoring 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Provide targeted professional development for teachers.

School-wide implementation of Reflex Math and Generation Genius blended learning platforms.

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

Person Responsible

Judy Howard (howardj4@duvalschools.org)

#3. Positive Culture and Environment specifically relating to School Safety

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Area of Focus: Student Safety

When reviewing our 5 essentials survey under Supportive Environment, our students rated our performance as 37% which falls in the area of weak. Safety within that category was 1% which indicates very weak.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will have at least 60%(strong) in the area of school safety on our upcoming 5 essentials survey for 2022-2023 School year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop and implement school wide behavior lesson plans aligned to Guidelines for Success.
 Continue to 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)

Ensure there are adults on the hallways and visible during all students transitions.

Person Responsible

Shirley Winfrey (winfreys@duvalschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Each grade level scored well below 50% in proficiency for ELA. Our overall proficiency was 30% on the ELA FSA assessment for 2021-2022.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

3rd grade ELA scored 26%

4th grade ELA scored 26%

5th grade ELA scored 29%

Our goal for the 2022-2023 year will be for each grade level to score 45% or higher.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Benchmark Walkthroughs - Administrators will have weekly walkthroughs in each classroom to assess small group and whole group instruction.

Weekly blended learning reports will be pulled and reviewed weekly to identify areas of need.

The Leadership Team will review data weekly in Performance Matters to monitor all assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Winfrey, Shirley, winfreys@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Corrective Reading will be implemented consistently with identified students.

The new Benchmark Advance Program and Interventions which were adopted by the district this school year will be implemented with fidelity.

Freckle and Achieve blended learning platforms will be implemented and monitored with fidelity.

The Reading Interventionist will work with our Lowest Performing Quartile and Bubble students several times per week to address their areas of deficiency using LLI (Leveled Literacy Instruction) and Phonics for Reading.

Curriculum Associates (I-Ready Learning Magnetic Reading workbooks) will be used to support our students in tutoring after school.

Mastery Education (Measuring up ELA BEST Standards workbooks) will be utilized by our Interventionist and teachers for small group instruction.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance Curriculum and Blended learning platforms were chosen by the district to be implemented with fidelity by each school. The I-Ready Learning Magnetic Workbooks and Measuring up were each chosen because they aligned to the B.E.S.T. standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Consistent Monitoring of Data:</p> <p>Literacy Leadership: Our leadership team will review data weekly to assess where students are and prepare a plan of action to remediate. Administrators will do weekly walkthroughs using our SWT tool to assess instructional delivery of the ELA standards and student participation and growth.</p> <p>Literacy Coaching: My Reading Coach/Interventionist will meet bi-weekly with grade level teams to review individual grade level data and adjust plans as needed.</p> <p>Assessment: Weekly assessments will be given to assess student knowledge of the standard. Weekly blended learning reports will be pulled and reviewed from Freckle, Achieve and the Benchmark on-line component to guided our next steps for re-teach and small group instruction.</p> <p>Professional Learning: Professional Development will be given monthly during our Early Release trainings and will be planned from noticing and next steps during administrative walkthroughs.</p>	<p>Winfrey, Shirley, winfreys@duvalschools.org</p>
<p>Consistent Implementation of Small Group Instruction:</p> <p>Literacy Leadership: Administrators will do weekly walkthroughs to ensure small group instruction is consistently taking place in the classroom.</p> <p>Literacy Coaching: My Reading Coach/Interventionist will model in classrooms and support teachers as need with small group implementation.</p> <p>Assessment: Formal and informal assessments will be in place to assess student learning in during small group instruction.</p> <p>Professional Learning: PD on small group instruction will be provided during Early Release training. It will also be covered during common planning sessions.</p>	<p>Howard, Judy, howardj4@duvalschools.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.