

Duval County Public Schools

# Holiday Hill Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

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

## Demographics

**Principal: Matthew Peterson**

Start Date for this Principal: 3/12/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (59%) 2018-19: B (57%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](https://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

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

### 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 PK-5	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

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

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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
Peterson, Matt	Principal	To ensure students receive a Free and Appropriate Public Education. To oversee the academic, social, emotional, and moral growth of all leaders. To serve families and honor their children.
Minton, Schantel	Assistant Principal	To ensure students receive a Free and Appropriate Public Education. To oversee the academic, social, emotional, and moral growth of all leaders. To serve families and honor their children.
Hutto, Amanda	Teacher, ESE	To ensure students receive a Free and Appropriate Public Education. To oversee the academic, social, emotional, and moral growth of all leaders. To serve families and honor their children.
Gersten, Michelle	Teacher, ESE	To ensure students receive a Free and Appropriate Public Education. To oversee the academic, social, emotional, and moral growth of all leaders. To serve families and honor their children.
Oneal, Amber	Assistant Principal	To ensure students receive a Free and Appropriate Public Education. To oversee the academic, social, emotional, and moral growth of all leaders. To serve families and honor their children.
Coates, Melissa	Instructional Coach	To ensure students receive a Free and Appropriate Public Education. To oversee the academic, social, emotional, and moral growth of all leaders. To serve families and honor their children.

## Demographic Information

### Principal start date

Monday 3/12/2018, Matthew Peterson

**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.*

2



**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.*

13

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

525

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

2

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

1

### 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	67	60	83	88	94	89	0	0	0	0	0	0	0	481
Attendance below 90 percent	0	17	26	20	16	18	0	0	0	0	0	0	0	97
One or more suspensions	0	2	11	9	3	8	0	0	0	0	0	0	0	33
Course failure in ELA	0	2	3	1	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	1	0	3	0	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	16	17	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	9	17	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	13	21	37	0	0	0	0	0	0	0	0	0	71

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	15	18	27	7	15	0	0	0	0	0	0	0	82

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	2	2	8	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Sunday 7/24/2022

**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	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	
One or more suspensions	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	
Course failure in Math	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	
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	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**

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

**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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	50%	56%				58%	50%	57%
ELA Learning Gains	63%						57%	56%	58%
ELA Lowest 25th Percentile	49%						45%	50%	53%
Math Achievement	69%	48%	50%				65%	62%	63%
Math Learning Gains	68%						65%	63%	62%
Math Lowest 25th Percentile	48%						51%	52%	51%
Science Achievement	52%	59%	59%				60%	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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	51%	0%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	49%	52%	-3%	58%	-9%
Cohort Comparison		-51%				
05	2022					
	2019	63%	50%	13%	56%	7%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	61%	-1%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	70%	64%	6%	64%	6%
Cohort Comparison		-60%				
05	2022					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	49%	6%	53%	2%
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	32	40	40	42	43	32	17				
ELL	27	55	50	54	73	50					
ASN	75	70		94	80						
BLK	52	53		50	58	40	23				
HSP	50	56	38	57	69	50	43				
MUL	74			84							
WHT	69	67	67	74	71	63	62				
FRL	53	51	36	56	58	48	39				
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	23	17	23	25	23	14	24				
ELL	46			62							
ASN	81			94							
BLK	39	36		31	23		9				
HSP	48	33		57	53		50				
MUL	45			55							
WHT	64	45		68	57		67				
FRL	43	22	21	44	38	17	27				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	46	47	26	52	45	16				
ELL	46	78		54	72		45				
ASN	60			90							
BLK	29	46	24	41	50	42	36				
HSP	63	68	60	65	74	60	63				
MUL	80	84		75	58		64				
WHT	66	51	53	74	69	55	69				
FRL	41	53	47	49	60	56	43				

### 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	56
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	34
Total Points Earned for the Federal Index	446

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	49
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	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	68
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	48
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?

From the 2020-2021 school year to the 2021-2022 school year, all grade levels, subgroups, and content areas showed growth during the Florida Standards Assessment.

Our ELA proficiency and ELA learning gains now sits at 63%, our ELA lowest performing quartile increased to 49%, our Math proficiency is now 69%, our Math learning gains are at 68%, our Math lowest performing quartile increased to 48%, and finally, our Science Achievement scores are at 52%.

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

We still have 21% of our 3rd grade, 19% of our 4th grade, and 25% of our 5th grade ELA students scoring at a Level 1 on the Florida Standards Assessment.

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

Students were not exposed to enough grade-level content. Instead, too much time was spent trying to fill in the gaps of missing content.

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

We were very pleased with the data points derived from our blended learning platforms, Acaletics Math program, and progress monitoring assessments in regards to Math performance.

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

Construction of the grade level in 4th grade Math, intervention groups were strategically formed with an "all hands on deck" mentality.

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

More time needs to be spent with our lowest performing quartile students during the instructional day. This includes small group and whole group instruction.

**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.**

Common planning will continue to be a professional development focus. Teachers will meet twice a month with our Leadership Teams. Topics will include review of student performance data, differentiated centers, classroom walkthroughs, and teacher-led discussion of best practices.

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

A designated RTI-block will continue to be implemented during the first 30 minutes of the school day. During this 30-minute timeframe student deficiencies are targeted and gaps are filled in to ensure students are completing on grade-level standards.

**Areas of Focus**

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

:



**#1. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

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

Students need more immersion into grade level content. ELL student reading proficiency must improve. We will look at our delivery model of ELL services.

**Measurable Outcome:**

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

67% of our ELL students in grades 3, 4, and 5 will be proficient by the end of the 2022-2023 school year based on newly created state-wide assessments.

**Monitoring:**

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

Student performance data will be reviewed monthly in common planning sessions.

**Person responsible for monitoring outcome:**

Matt Peterson (petersonm1@duvalschools.org)

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

Student collaboration and flexible seating in the classroom environment.

**Rationale for Evidence-based Strategy:**

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

The greatest resource we have is our people (student-learners and adult-learners). The rationale for selecting this specific strategy is to have multi-layered supports in place for our ELL population. We do not want students attending school in isolation. Instead, students will be listening, speaking, and writing alongside their peers.

**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.

***No action steps were entered for this area of focus***

**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.**

Our positive school culture and environment is a product of creating and sustaining positive relationships with all stakeholders: students, families, neighbors, faith-based partners, business partners, faculty, staff, PTA and our School Advisory Council. We surround each other through the good times and not so good times. We have a common vision- providing opportunities for students to grow academically, socially, emotionally, and morally. We are a Gifted and Academically Talented Leadership Magnet School. We have been in operation for over 60 years with generations of families passing through the school. Regardless of your age- you are a leader on this campus!

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

Our positive school culture and environment is a product of creating and sustaining positive relationships with all stakeholders: students, families, neighbors, faith-based partners, business partners, faculty, staff, PTA and our School Advisory Council. We surround each other through the good times and not so good times. We have a common vision- providing opportunities for students to grow academically, socially, emotionally, and morally. We are a Gifted and Academically Talented Leadership Magnet School. We have been in operation for over 60 years with generations of families passing through the school. Regardless of your age- you are a leader on this campus!