

Duval County Public Schools

# Hyde Park Elementary School



## 2019-20 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	18
Budget to Support Goals	20

# 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: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (42%) 2017-18: F (26%) 2016-17: C (43%) 2015-16: D (38%) 2014-15: D (35%)
<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>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## 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](http://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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	18
Budget to Support Goals	20

## Hyde Park Elementary School

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	89%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	F	C	D

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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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
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. The Assistant Principal operates as lead administrator in the absence of the Principal.
Wilcox, Mindy	Other	As the school's Reading Interventionists, she 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.
Thorne, Nyeika	Instructional 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.
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.

Name	Title	Job Duties and Responsibilities
Everson, Vicki	Teacher, ESE	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.
Coleman, Kimberly	Other	As the school's Math Interventionists, she 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.
Porter, Amanda	Instructional 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.

## Early Warning Systems

### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	75	76	107	0	0	0	0	0	0	0	258
Attendance below 90 percent	0	0	0	28	25	36	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	26	23	34	0	0	0	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	36	50	0	0	0	0	0	0	0	114

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	40	59	88	0	0	0	0	0	0	0	187

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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	3	4	0	0	0	0	0	0	0	7

**FTE units allocated to school (total number of teacher units)**

13

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

Thursday 7/25/2019

### Prior Year - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	3	2	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	64	65	48	0	0	0	0	0	0	0	177

**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	11	14	6	0	0	0	0	0	0	0	31

### Prior Year - Updated

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	3	2	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	64	65	48	0	0	0	0	0	0	0	177

**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	11	14	6	0	0	0	0	0	0	0	31

## Part II: Needs Assessment/Analysis

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	23%	50%	57%	26%	49%	55%
ELA Learning Gains	47%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	69%	50%	53%	61%	54%	52%
Math Achievement	34%	62%	63%	33%	62%	61%
Math Learning Gains	48%	63%	62%	47%	63%	61%
Math Lowest 25th Percentile	63%	52%	51%	50%	54%	51%
Science Achievement	11%	48%	53%	38%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	75 (0)	76 (0)	107 (0)	258 (0)
Attendance below 90 percent	28 (3)	25 (2)	36 (2)	89 (7)
One or more suspensions	26 (0)	23 (0)	34 (0)	83 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	28 (64)	36 (65)	50 (48)	114 (177)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	26%	51%	-25%	58%	-32%
	2018	20%	50%	-30%	57%	-37%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	18%	52%	-34%	58%	-40%
	2018	18%	49%	-31%	56%	-38%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
05	2019	22%	50%	-28%	56%	-34%
	2018	14%	51%	-37%	55%	-41%
Same Grade Comparison		8%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	61%	-14%	62%	-15%
	2018	24%	59%	-35%	62%	-38%
Same Grade Comparison		23%				
Cohort Comparison						
04	2019	31%	64%	-33%	64%	-33%
	2018	16%	60%	-44%	62%	-46%
Same Grade Comparison		15%				
Cohort Comparison		7%				
05	2019	21%	57%	-36%	60%	-39%
	2018	15%	61%	-46%	61%	-46%
Same Grade Comparison		6%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	11%	49%	-38%	53%	-42%
	2018	21%	56%	-35%	55%	-34%
Same Grade Comparison		-10%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	29		5	21	25	10				
BLK	21	44	53	31	45	54	30				
HSP	21	60		29	42						
MUL	36			18							
WHT	45	64		45	60						
FRL	24	45	61	30	44	53	34				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	295
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%	
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	40
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	34
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	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science proficiency showed the lowest performance this school year. Some factors contributing include two teachers who were new to teaching this subject area and one who is a 1st year teacher.

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

Science showed a 12 percentage point decline this school year. Some factors contributing include two teachers who were new to teaching this subject area and one who is a 1st year teacher

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The area of Science Proficiency had the biggest gap when compared to the state average. There was a 42% point difference between Hyde Park's Science score vs. the state average. Some factors that I feel contributed to this gap are having two teachers who were new to Duval County teaching this subject area and one who was a first year teacher. I also feel like the new Science curriculum as well as little district support in the area of Science Professional Development for my new teachers in this area all contributed to this gap.

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

My ELA lowest performing quartile showed the most improvement this school year. Some actions included tutoring after school in this area, implementing the use of Corrective Reading and the Leveled Literacy Intervention kits.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

My ESE subgroup is a concern when it comes to proficiency in all areas (Reading, Math and Science).

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

1. Science Proficiency
2. ESE Proficiency
3. ELA Proficiency
4. Reduction in the amount of discipline referrals
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Increase 5th grade Science Proficiency
<b>Rationale</b>	Science proficiency decreased this school year by 12 percentage points. We dropped from 23% proficient in Science to 11%.
<b>State the measurable outcome the school plans to achieve</b>	Increase Science Proficiency from 11% to 40%
<b>Person responsible for monitoring outcome</b>	Shirley Winfrey (winfreys@duvalschools.org)
<b>Evidence-based Strategy</b>	Consistently implement centers within the Science framework. Be sure to include blended learning pieces which incorporate the use of Study Island and Penda. Provide fieldtrip experiences which lead to hands on science interactions. Incorporate targeted professional development in the area of Science.
<b>Rationale for Evidence-based Strategy</b>	Science proficiency had the biggest gap compared to the state average. This was the only area on the state assessment that showed a decrease from the 2017-2018 school year. Science centers were not consistently implemented last school year.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide consistent targeted professional development to teachers in the area of science.</li> <li>2. Purchase and utilize Study Island with the blended learning framework.</li> <li>3. Plan fieldtrips that lend themselves to hands on Science experience.</li> <li>4. Provide tutoring after-school in the area of Science through teacher multiple assignments.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Shirley Winfrey (winfreys@duvalschools.org)

#2	
<b>Title</b>	Increase Foundational Skills in all content areas
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	*Increase Science proficiency from 11% to 40% *Increase Math proficiency from 34% to 50% *Increase Reading proficiency from 23% to 40%
<b>Person responsible for monitoring outcome</b>	Judy Howard (howardj4@duvalschools.org)
<b>Evidence-based Strategy</b>	1. Consistent implementation of interventions such as Corrective Reading and LLI for our students will lead to gains in proficiency. 2. Utilizing Acaletics for math and consistently exposing them to strategies. 3. Front loading teachers and reviewing lessons before they are taught for standards alignment.
<b>Rationale for Evidence-based Strategy</b>	To close the school's proficiency gap in the core areas as compared to the state and district.
<b>Action Step</b>	
<b>Description</b>	1. Teachers will meet weekly with the school based leadership team for common planning review upcoming lessons and ensure their alignment to the standards being taught. 2. Utilize Acaletics consistently to build foundational skills in math and increase proficiency. 3. Use Corrective Reading and Leveled Literacy Intervention kits to address the gaps in Reading foundational skills. 4. Provide before and after-school tutoring to my bubble and lowest performing quartile students. 5. Provide real-life experiences through fieldtrips linked to the standards in order to support classroom lessons taught. 6. Have an interactive monitor in all classrooms to provide more student interaction and engagement during the lesson. 7. Have a Reading and Math Coach to assist with training teachers in their specific content area.
<b>Person Responsible</b>	Amanda Porter (maldonadoa@duvalschools.org)

#3	
<b>Title</b>	Reduction in discipline referrals and improvement in school culture/climate
<b>Rationale</b>	If we continue to implement a school-wide positive behavior plan with fidelity, discipline referrals will decrease and there will be an improvement in the school's culture and climate.
<b>State the measurable outcome the school plans to achieve</b>	A decrease in the discipline referrals which will lead to an increase in student learning
<b>Person responsible for monitoring outcome</b>	Judy Howard (howardj4@duvalschools.org)
<b>Evidence-based Strategy</b>	Consistently implementing a school-wide behavior incentive program to assist with building the school's culture and climate.
<b>Rationale for Evidence-based Strategy</b>	We had a total of 83 students with one or more suspensions in the 2018-2019 school year.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilize Sanford Harmony Curriculum to assist with building and establishing a positive culture school-wide.</li> <li>2. Implement a behavior VIP lounge as a monthly incentive for students meeting behavior expectations.</li> <li>3. Implement a student of the month incentive program.</li> <li>4. Give out "wildcat chips" to students choosing to do the right thing. These can be redeemed weekly in the school store to purchase incentives.</li> <li>5. Display CHAMPS posters in the main hallways and classrooms.</li> <li>6. Have an additional Assistant Principal in place to oversee these incentives and assist with building the culture and climate of the school.</li> </ol>
<b>Person Responsible</b>	Bervinda Monroe (monroeb@duvalschools.org)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

N/A

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Hyde Park Elementary is a Title I school. Please refer to the school's Parent Involvement Plan for data and information related to this section.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Hyde Park Elementary School Counseling program provides services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

During the 4th nine weeks, Hyde Grove 2nd grade students will tour Hyde Park. The tour allows the students to meet future teachers and familiarize the students to the school setting. As a part of the tour, the students participate in lessons, eat lunch in the cafeteria, and receive a moving on up bag filled with grade level standards, expectations, and sample work activities.

Orientation for all students take place a week before school begins. During orientation, parents and students are introduced to the expectations and curriculum for the school year.

Diagnostic assessments are administered to learn where the students are and then the data is used to differentiate instruction.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The leadership team meets weekly to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. In addition to classroom observations, data chats are conducted to determine how students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend RtI trainings and provide presentations to faculty on RtI practices. They will identify professional development needs and facilitate the process of building consensus and making decisions about implementation. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding standards, at risk or at high risk for not meeting standards.

The following federal, state, and local funds, services, and programs will be coordinated and integrated in the school in the following manner:

#### Title I, Part A

Teacher salaries are provided through funds from Title I.

#### Supplemental Academic Instruction (SAI)

SAI Funds are provided to assist students not showing proficiency in reading, writing, math, and science.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

The school will host a career day and invite local businesses and professionals to share their careers. Our school counselor also does lessons on career awareness.

## Part V: Budget

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

1	III.A.	Areas of Focus: Increase 5th grade Science Proficiency				\$0.00
2	III.A.	Areas of Focus: Increase Foundational Skills in all content areas				\$0.00
3	III.A.	Areas of Focus: Reduction in discipline referrals and improvement in school culture/climate				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	100-Salaries	0771 - Hyde Park Elementary School	School Improvement Funds		\$0.00
<b>Total:</b>						<b>\$0.00</b>