

Duval County Public Schools

Hyde Grove Elementary School



2022-23 Schoolwide Improvement Plan

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Hyde Grove Elementary School

2056 LANE AVE S, Jacksonville, FL 32210

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

Demographics

Principal: Erica Little Bartley

Start Date for this Principal: 7/27/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
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: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Grove Elementary School

2056 LANE AVE S, Jacksonville, FL 32210

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

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-2	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	88%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To establish a culturally responsive education for each student in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Provide the school's vision statement.

To empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning environment.

School Leadership Team

Membership

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
Little-Bartley, Erica	Principal	<p>Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal's role is to spell out the vision and get all stakeholders on board. The principal will achieve this by:</p> <ol style="list-style-type: none"> 1. Shaping a vision of academic success for all students 2. Creating a climate that fosters a positive, safe learning environment 3. Cultivating leadership in others so that all stakeholders assume their role in fulfilling the school vision; 4. Improving instruction though professional development opportunities 5. Conducting frequent data chats in order to create the growth mindset in all teachers. <p>The principal will be present in classrooms to provide feedback and support and will participate in common planning and Professional Learning Communities in the areas of reading, mathematics, science, student data analysis and discipline. The Instructional Coach will provide support for both new teachers and teachers identified as needing tier 2 or tier 3 support. The coaches will provide support by:</p> <p>Promoting a knowledge base of effective strategies, assisting teachers by demonstration and modeling, practicing strategies and providing feedback through peer coaching, planning with teachers, facilitating on-site professional learning during early dismissal training that is content focused and by participating in on-going and extensive professional development via Instruction Intervention Team Cycles. The Reading Interventionists will provide additional support for students in the Lowest Quartile through data driven small group instruction. Interventionists will report progress with small groups during Leadership Team Meetings</p>
Porter, Janelle	Assistant Principal	<p>Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants

Name	Position Title	Job Duties and Responsibilities
		<p>engaged in the educational process.</p> <ol style="list-style-type: none"> Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources. Collects and analyzes data for continuous school improvement. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. Performs other duties as assigned.
		<p>Provides explicit Reading instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction. Works with school principal and reading teacher to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency. Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student reading achievement.</p>
Thompson, Lola	Instructional Coach	<p>Essential Functions</p> <ol style="list-style-type: none"> Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting. Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula based learning objectives. Coordinates with school Principal to develop a schedule of one-on-one or small group reading support, based upon analysis of current data, for identified at-risk students.

Name	Position Title	Job Duties and Responsibilities
		<p>4. Works closely with identified at-risk students' reading teacher to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success.</p> <p>5. Monitors and maintains accurate data and anecdotal records on student progress towards reading achievement goals. Articulates the students' response or progress to intervention of at-risk students weekly through a progress monitoring data base system.</p> <p>6. Performs other duties as assigned.</p>

Demographic Information

Principal start date

Wednesday 7/27/2022, Erica Little Bartley

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.*

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.*

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

600

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

4

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

4

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	94	107	99	0	0	0	0	0	0	0	0	0	0	300
Attendance below 90 percent	2	61	42	0	0	0	0	0	0	0	0	0	0	105
One or more suspensions	0	7	1	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	2	5	4	0	0	0	0	0	0	0	0	0	0	11
Course failure in Math	0	2	6	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	2	27	45	0	0	0	0	0	0	0	0	0	0	74

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	2	37	39	0	0	0	0	0	0	0	0	0	0	78

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	2	1	4	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/27/2022

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	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	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	

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		50%	56%					50%	57%
ELA Learning Gains								56%	58%
ELA Lowest 25th Percentile								50%	53%
Math Achievement		48%	50%					62%	63%
Math Learning Gains								63%	62%
Math Lowest 25th Percentile								52%	51%
Science Achievement		59%	59%					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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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						
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	

ESSA Federal Index	
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
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	
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?

Reading was our lowest area of performance based on i-Ready Data. The contributing factors are inconsistent implementation of small group- differentiated instruction, standards-based instructional delivery and the inability to complete a full year of reading interventions using Reading Mastery Program.

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

Grade 1 and 2 reading achievement continues to be the focus.. The primary factors related to this decline was the inconsistent implementation of small group- differentiated instruction, and standards-based instructional delivery. Again, the inability to complete a full year of reading interventions using Reading Mastery Program.

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

Our lowest area of performance was in Reading Proficiency in first grade. This area has been trending as our lowest performing since 2019-20. The contributing factors are inconsistent implementation of small group- differentiated instruction, standards-based instructional delivery and the inability to complete a full year of reading interventions using Reading Mastery Program. New actions that will be

taken include adding a foundational skills intervention through LLI, implementing extra skills remediation block during Early Dismissal Days, and having push-in support from Reading Interventionists, and tutoring specifically around foundational skills for Reading, and the new addition of Florida B.E.S.T. Benchmarks taught through the new Benchmark Advanced Curriculum.

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

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

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

The contributing factors for this improvement are credited to our use of interventions and progress monitoring. We also shifted our focus to students that were closer to being proficient. The new actions were using the Benchmark Advanced Curriculum and skills focus.

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

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

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

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

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

Continuous monitoring of implemented strategies and progress monitoring.

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 Collaborative Planning**Area of Focus****Description and****Rationale:**

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

Standards-aligned collaborative planning was not evident in all classrooms across grades K-2. Based on the feedback from our 5 Essentials survey, teachers indicated that collaborative planning would help impact overall student achievement scores.

Measurable Outcome:

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

100% of our current core content teachers will engage in successful standards-based instructional collaborative planning procedures and implementation.

Monitoring:

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

Ensure teachers are given professional development opportunities in regards to collaborative planning. Provide teachers will collaborative groups to have other colleagues on different grade levels to plan with and use as a resource. Provide immediate feedback during walkthroughs and PD sessions to calibrate planning if needed.

Person responsible for monitoring outcome:

Erica Little-Bartley (littlee1@duvalschools.org)

Evidence-based**Strategy:**

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

Ensure teachers are given professional development opportunities in regards to collaborative planning. Provide teachers will collaborative groups to have other colleagues on different grade levels to plan with and use as a resource. Provide immediate feedback during walkthroughs and PD sessions to calibrate planning if needed.

Rationale for Evidence-based**Strategy:**

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

Ensure teachers are given professional development opportunities in regards to collaborative planning. Provide teachers will collaborative groups to have other colleagues on different grade levels to plan with and use as a resource. Provide immediate feedback during walkthroughs and PD sessions to calibrate planning if needed. The Reading Interventionists will help when providing these opportunities for teachers.

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.

Provide professional development to members of the leadership team to better understand how to incorporate and develop collaborative practices school-wide.

Person Responsible Erica Little-Bartley (littlee1@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

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

Standards-aligned instruction was not aligned in all classrooms across grades K-2. Standards-aligned tasks ratings per the Standards Walkthrough Tool varied among classrooms.

Rating on the SBI Continuum:

Hyde Grove falls within the second stage of the SBI Continuum. At this time, we will review stage 1 as we build our leadership team and recalibrate.

Measurable Outcome:

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

100% of our current core content teachers will engage in successful standards-based instructional planning procedures and implementation.

Monitoring:

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

Instructional practice with standards-aligned instruction will be monitored on a weekly to bi-weekly basis to ensure effectiveness of implementation. This will also be monitored by the Assistant Principal and the Reading Interventionists.

Person responsible for monitoring outcome:

Erica Little-Bartley (littlee1@duvalschools.org)

Evidence-based Strategy:

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

Ensure students are exposed to standards aligned instruction, tasks, and assessments. Provide immediate feedback, PD and support to teachers using data from the Standards Walk-Through Tool. Provide immediate feedback, PD, and support to teachers using the SWT

Rationale for Evidence-based Strategy:

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

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

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.

Provide professional development to members of the leadership team and teachers to better the understanding of the alignment between the SIP and the standards-based instructional plan.

Person Responsible

Erica Little-Bartley (littlee1@duvalschools.org)

Calibrated Administration: Conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction are established throughout the school

Person Responsible

Erica Little-Bartley (littlee1@duvalschools.org)

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

Person Responsible

Lola Thompson (thompsonl2@duvalschools.org)

Aligned Observations: Classroom observations will be used to ensure instruction, tasks, and assessments are aligned to grade-level standards. Standards aligned instruction will also take place in the Resource

classrooms. Adding a full-time Media Specialist will maximize opportunity for students to apply reading strategies during Media time with leveled text.

Person Responsible

Erica Little-Bartley (littlee1@duvalschools.org)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

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

Teachers expressed increasing more collective responsibility among the school community to create a positive and supportive environment per the the 5 essentials survey.

Measurable Outcome:

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

100% of stakeholders (i.e. administration, teachers, students and support staff) will engage in school wide positive environment initiatives.

Monitoring:

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

This area of focus will be monitored bi-weekly through PBIS meetings and also through surveys and additional feedback.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Teachers and staff will implement the school wide positive behavior systems to ensure that students are given tangible feedback to support their academic performance.

Using PBIS meeting notes, Class Dojo, and school wide recognitions and incentives, our team will monitor students and teachers with these educational platforms.

Rationale for Evidence-based Strategy:

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

Utilizing a school wide PBIS system will ensure a positive school community.

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.

Create a PBIS Team and meet bi-weekly to discuss students and next steps

Person Responsible

Janelle Porter (porterj@duvalschools.org)

Review the school wide student rewards and incentives plan with stakeholders

Person Responsible

Janelle Porter (porterj@duvalschools.org)

Review the school wide behavior system with all stakeholders

Person Responsible

Janelle Porter (porterj@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

Reading was our lowest area of performance based on i-Ready Data. The contributing factors are inconsistent implementation of small group- differentiated instruction, standards-based instructional delivery and the inability to complete a full year of reading interventions using Reading Mastery Program. This school year we will focus on foundational skills for early literacy. The school is piloting an early literacy program with the University of Florida Literacy Institute (UFLI) to help students.

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

N/A

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)

Grade K-2 students will show at least 50% proficiency on the FAST progress monitoring assessment.

Grades 3-5: Measureable Outcome(s)

N/A

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.

Waterford Reading, i-Ready, and Star Literacy will be used for progress monitoring. Students will be assessed at least 3 times a year with metrics to show growth and proficiency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Little-Bartley, Erica, littlee1@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?

Targeted standards-based instruction, literacy intervention such as LLI and Guided Reading, and research and evidenced based blended learning curriculum.

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?

Practices and programs are evidence and research based.

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
Implementation of standards-based instruction	Little-Bartley, Erica, littlee1@duvalschools.org

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.

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

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

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