Hidden Oaks Elementary School

2022-23 Schoolwide Improvement Plan

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Hidden Oaks Elementary School

6127 CEDAR HILLS BLVD, Jacksonville, FL 32210

www.duvalschools.org/hiddenoaks

Demographics

Principal: Lawanda Polydore

Start Date for this Principal: 1/7/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: C (45%) 2017-18: D (39%)
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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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 KG-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	85%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hidden Oaks Elementary School's mission is to provide all children with a safe and supportive learning environment in which they will receive quality instruction and high-quality learning experiences that would help them achieve academic success in all future endeavors.

Provide the school's vision statement.

The vision of Hidden Oaks Elementary is to provide all students with qualitative standard-based instruction that will prepare them to experience success in a competitive world that is culturally diverse and technologically advanced.

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
Polydore, Lawanda	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RTI plans and activities.
Moses, Geornesia	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RtI plans and activities.
O'Connor, Leah	Reading Coach	Provides K-5 Reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention.
Williams, Kimberlae	School Counselor	Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, works with school-based coaches, small collaborative groups of teachers and provides direct intervention services and support to students identified as needing Tier II or Tier III intervention services

Demographic Information

Principal start date
Friday 1/7/2022, Lawanda Polydore

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.*
1

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.*
5

Total number of teacher positions allocated to the school
11

Total number of students enrolled at the school

173

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

0

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	30	25	24	33	33	25	0	0	0	0	0	0	0	170
Attendance below 90 percent	1	16	14	18	13	5	0	0	0	0	0	0	0	67
One or more suspensions	0	1	0	2	1	3	0	0	0	0	0	0	0	7
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	6	9	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	12	5	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	1	12	18	22	0	0	0	0	0	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	12	16	21	7	6	0	0	0	0	0	0	0	63

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	1	0	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/7/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	17	44	46	51	40	56	0	0	0	0	0	0	0	254
Attendance below 90 percent	0	23	25	26	17	32	0	0	0	0	0	0	0	123
One or more suspensions	0	1	1	1	0	7	0	0	0	0	0	0	0	10
Course failure in ELA	0	14	2	0	2	3	0	0	0	0	0	0	0	21
Course failure in Math	0	0	1	1	2	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	29	39	12	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	31	13	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	14	33	26	55	56	0	0	0	0	0	0	0	184

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	22	36	27	23	50	0	0	0	0	0	0	0	158

The number of students identified as retainees:

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

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	17	44	46	51	40	56	0	0	0	0	0	0	0	254
Attendance below 90 percent	0	23	25	26	17	32	0	0	0	0	0	0	0	123
One or more suspensions	0	1	1	1	0	7	0	0	0	0	0	0	0	10
Course failure in ELA	0	14	2	0	2	3	0	0	0	0	0	0	0	21
Course failure in Math	0	0	1	1	2	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	29	39	12	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	31	13	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	14	33	26	55	56	0	0	0	0	0	0	0	184

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	22	36	27	40	56	0	0	0	0	0	0	0	181

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	39%	50%	56%				31%	50%	57%
ELA Learning Gains	57%						56%	56%	58%
ELA Lowest 25th Percentile	50%						50%	50%	53%
Math Achievement	48%	48%	50%				43%	62%	63%
Math Learning Gains	71%						59%	63%	62%
Math Lowest 25th Percentile	61%						55%	52%	51%
Science Achievement	28%	59%	59%				22%	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	30%	51%	-21%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-30%				
05	2022					
	2019	18%	50%	-32%	56%	-38%
Cohort Comparison		-33%				

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	38%	61%	-23%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	43%	64%	-21%	64%	-21%
Cohort Comparison		-38%				
05	2022					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	49%	-28%	53%	-32%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	42		12	67						
BLK	38	61	57	44	69	60	33				
HSP	35	38		50	69						
WHT	38			77							
FRL	38	61	47	45	76	60	29				
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	5										
ELL	18			27							
BLK	31	26		32	52		33				
HSP	20			27							
WHT	47			53							
FRL	29	33		31	48		32				
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	23	31		27	23						
ELL	10										
BLK	31	55	44	40	58	56	20				
HSP	30										
WHT	37	55		63	64						
FRL	33	56	43	42	56	43	19				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	100%
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	52
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
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	51
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?

We have experienced a significant increase in ELA achievement in 5th Grade; our overall data reflects that we are still below 50% in achievement for ELA, Math, and Science.
Based on the information gathered from our Standards walk through data collection these low performances are attributed to the lack of grade level standard alignment with student work/assigned task. We did see an increase in achievement, but the data is clear that grade level standard aligned instruction coupled with student work and assigned tasks should be an area of focus.

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

5th grade Science had the greatest gap when compared to the state average. The state average compared to the school and the school had 28% proficient. 5th Grade Science showed the lowest performance with 28%. This sub-group of students was our lowest-performing students as it relates to ELA Proficiency as well based off 2022 assessment data.

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

We attribute the need for improvement in Science to students lack of exposure to previous grade level Science standards. We will take new actions such as increasing the number of hands-on science activities
that students are able to experience. We will implement a science boot camp prior to the state assessment to increase the amount of contact time for science aligned to
skills and standards we have struggled with.

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

Students in Math gains showed the most improvement as we increased from 59% to 71% (+12%).

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

We identified this sub-group of students early on in the school year and developed a 4-Step Action Plan specific to the learning needs of these students. These students were pulled for additional support via small group pullout and push-in.

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

The following strategies will be implemented in order to accelerate learning: Develop and implement standards-based instruction and intervention programs daily Check/monitor differentiated center plans of teachers
Conduct regular classroom walkthroughs specifically looking at core instruction, best practices, centers, and leveled literacy intervention Provide consistent level of feedback to lift instructional practice Progress monitor data (Progress Monitoring Assessments, Achieve 3000 Level Set, grade level assessments, instructional focus assessments) Conduct data chats with teachers, students, and interventionists to determine what is working and what needs to change

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 administration will engage in ongoing professional development such as common planning weekly and professional learning communities bi-weekly. The following topics will be focuses:
Planning for New FAST Benchmarks and standards-based instruction Designing standard-aligned assessments Differentiated Center Activities Maintaining Accurate Records/Data Collaborative/ Engagement Strategies Writing Instruction

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

The 1st part of our plan is to reduce the class size of primary classrooms. The initial change will be to eliminate the second Reading Interventionist position to create a primary classroom. We know the research states that smaller groups increase success rates.

Additional services that will be provided to ensure sustainability include adding staff such as an Academic Coach/Interventionist to support the development of teachers, a Full-Service Schools counselor for students' mental health and student tutoring for enrichment and remediation for next year and beyond. Title I funds will be utilized to purchase these initiatives.

Our Math Interventionist will work with 52 students who are identified using the FAST data. The students are expected to gain 10 points on the FAST assessments during each administration. Our Reading Interventionist will work with 50% of our students to ensure a 10% growth in Reading proficiency. Our 1st Grade Teacher classroom teacher will be used to reduce the number of students in the class and improve 1 one 1 daily instructional lessons. We utilize Acaletics math materials to improve daily math instruction and targeted skills. Finally, we will purchase learning materials and supplies for all tutoring students from Office Depot and our DCPS Storeroom.

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 Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	23% of African American students are proficient readers as measured by the Florida Standards Assessment, which is significantly less than their white counterparts.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the year, we will increase the number of African American students who are proficient by ten percentage points on the Florida Standards Assessment (3rd-5th) or the I-Ready Reading Diagnostic (K-2nd).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School administration and academic coaches will review students' Achieve 3000, i- Ready, Reading Mastery and Corrective data weekly and have data chats with students and teachers.
Person responsible for monitoring outcome:	Lawanda Polydore (polydorel@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Beginning and struggling readers will receive explicit, systematic phonics instruction in small groups delivered by classroom teachers, the reading interventionist, ESE teachers, Title I tutors and Title I para-professionals. Instruction will be focused on phonics, fluency, and comprehension. Instruction will include the introduction of phonics skills in a systematic manner, judicious review, and progress monitoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Systematic phonics instruction has been shown to be effective in initial reading instruction and for struggling readers with an effect size of 0.60.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas. o The percentage of students in grades 3-5, below Level 3 on the 2021 Area of Focus Description statewide, standardized English and Rationale: Language Arts assessment are as follows: 3rd grade is 66%, 4th grade is 77%, and 5th grade is 56%. o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points. *Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3- 4 percentage points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.
Person responsible for monitoring outcome:	Geornesia Moses (mosesg@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease

number of "Below Grade Level" students by 3-4 percentage points.

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

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate
and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.
Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential
components such as the objective, the implementation, and a reflection.
https://www.ascd.org/el/articles/howto-plan-effective-lessons

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

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

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

Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area
of Focus, student success in ELA progress will also increase student achievement in other subject areas.

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

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

Based on 2021-22 data, ELA was identified as a critical need. Our overall proficiency on FSA was 39%. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 Area of Focus Description statewide, standardized English and Rationale: Language Arts assessment are as follows: 3rd grade is 41%, 4th grade is 47%, and 5th grade is 30%.

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)

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

Grades 3-5: Measureable Outcome(s)

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

Monitoring:
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.

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review
the 4-Step ELA data from district assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Polydore, Lawanda, polydorel@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. §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?

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

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?

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

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

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

Hidden Oaks Elementary uses a variety of strategies to build positive school culture and environment. We reviewed our data from our 5 Essentials results and determined there were 2 areas we would focus on to determine areas of growth. In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are: active partners in school improvement, committed to the school, and focused on professional development. All stakeholders provide a supportive and fulfilling environment using techniques like positive behavior referrals, 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.

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

Students are also involved in the Positive Behavior Monthly activities that we use to celebrate students for following our PBIS System. In addition, we host monthly math activities for our students to be a part of as a way to recognize their math abilities. We have other activities such as administration lunch bunch activities. In addition, students follow daily rituals and routines that are set by our PBIS Team.
We have students participate in our morning news crew as well as cafeteria helpers. Students have in the classroom to be innovative. Besides the school-wide positive incentive, teachers
have their own established reward systems. We ensure that our parents are always aware of our school plan through phone messaging, class/school dojo, parent newsletters, the marque,
and other communication mediums.