

Duval County Public Schools

Hidden Oaks Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hidden Oaks Elementary School

6127 CEDAR HILLS BLVD, Jacksonville, FL 32210

www.duvalschools.org/hiddenoaks

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 Rtl, conducts assessment of Rtl 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.
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
Groomes, Resa	Teacher, ESE	Ms. Groomes will go into the classroom and provide services to the ESE students according to their IEP. She will also pull students for small group instruction as well. The VE teacher must weekly administer skills, tests, and other assessments to determine the progress of the exceptional students.
Barr, Adam	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders includes monthly SAC meetings, where we share specific data. During monthly SAC meetings, the SIP is reviewed and stakeholders have the opportunity to provide any feedback they desire to give. The data shared includes all student subgroups in reading and math, as well as student performance on district/state assessments, I-Ready, Freckle, and classroom assessments. Our goal is to build relationships with our Stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP will be regularly monitored for effective implementation and impact on increasing the achievement of SWD students in meeting the State’s academic standards, particularly for the SWD students who have the greatest achievement gap. We will use a continuous improvement model to focus on our SWD students. We will monitor data weekly and we will revise the plan, as necessary, to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: C
	2018-19: C
	2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	17	30	30	31	34	33	0	0	0	175
One or more suspensions	0	2	0	0	1	2	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	18	6	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	1	9	4	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	18	19	0	0	0	0	0	51

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	13	6	17	7	0	0	0	52

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	16	14	18	13	5	0	0	0	67
One or more suspensions	0	1	0	2	1	3	0	0	0	7
Course failure in ELA	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	7	6	9	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	7	12	5	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	18	22	0	0	0	0	0	53

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	16	14	18	13	5	0	0	0	67
One or more suspensions	0	1	0	2	1	3	0	0	0	7
Course failure in ELA	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	7	6	9	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	7	12	5	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	18	22	0	0	0	0	0	53

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	48	53	39	50	56	33		
ELA Learning Gains				57			39		
ELA Lowest 25th Percentile				50					
Math Achievement*	71	58	59	48	48	50	36		
Math Learning Gains				71			48		
Math Lowest 25th Percentile				61					
Science Achievement*	56	52	54	28	59	59	39		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59				27		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	209
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	4	1
ELL				
AMI				
ASN				
BLK	51			
HSP	60			
MUL				
PAC				
WHT	59			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL				
AMI				
ASN				
BLK	52			
HSP	48			
MUL				
PAC				
WHT	58			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			71			56					
SWD	9			9							2	
ELL												
AMI												
ASN												
BLK	48			70			58				4	
HSP	47			73							2	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	45			73							2	
FRL	48			70			47				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	57	50	48	71	61	28					
SWD	12	42		12	67							
ELL												
AMI												
ASN												
BLK	38	61	57	44	69	60	33					
HSP	35	38		50	69							
MUL												
PAC												
WHT	38			77								
FRL	38	61	47	45	76	60	29					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	39		36	48		39					27
SWD	5			0								
ELL	18			27								27
AMI												
ASN												
BLK	31	26		32	52		33					
HSP	20			27								9
MUL												
PAC												
WHT	47			53								
FRL	29	33		31	48		32					27

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	48%	47%	1%	54%	-6%
04	2023 - Spring	68%	50%	18%	58%	10%
03	2023 - Spring	29%	46%	-17%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	59%	2%	59%	2%
04	2023 - Spring	71%	58%	13%	61%	10%
05	2023 - Spring	73%	52%	21%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	48%	4%	51%	1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

We have experienced a significant decrease in ELA achievement in 3rd Grade; our overall data reflects that we are at 29% in achievement for ELA. Our SWD subgroup is at 33% ELA proficiency. This subgroup has performed under 41% for the past 3 years.

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.

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

Third grade ELA had the greatest decline when compared to the state average. The state average 50% compared to the Duval 46% and the school had 29% proficient. This group of 3rd grade students was our lowest-performing students as it relates to ELA Proficiency as well based off 2023 assessment data.

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.

Third grade ELA had the greatest gap when compared to the state average. The state average 50% compared to the Duval 46% and the school had 29% proficient. This group of 3rd grade students was our lowest-performing students as it relates to ELA Proficiency as well based off 2023 assessment data.

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

Students in Math proficiency showing the most improvement as we increased from 48% to 72% (+24%).

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We have 2 new areas of concern- lack of interventionist to support struggling students and vacancies and novice teachers in classes. We identified the SWD sub-group and 3rd grade of students early on in the school year and have developed a WIN/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.

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

The following priorities will be implemented in order to accelerate learning:

1. Develop and implement Benchmark/standards-based instruction and intervention programs 3 days a week w/ SWD & 3rd graders.
2. Check/monitor differentiated center/WIN plans of teachers during RTI/MTSS meetings.
3. 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.
4. Progress monitor data (Progress Monitoring Assessments, Achieve 3000 Level Set, grade level assessments, instructional focus assessments)
5. Conduct data chats with teachers, and students to determine what is working and what needs to change

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to referral data from the '22-'23 school year, a total of 37 disciplinary referrals were written. The top three categories of referrals were "disruption in class," "confrontation or dispute," and "disorder outside of class." With the physical/emotional safety of students being a top priority of our students, embracing Positive Behavior Intervention Strategies by becoming a PBIS Model School will help to decrease unwanted student behaviors by creating a positive school culture through proactive measures.

Measurable Outcome:

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

The goal of implementing PBIS strategies to become a PBIS Model School will be to decrease referrals in the areas of "disruption in class," "confrontation or dispute," and "disorder outside of class" by at least 50%.

Monitoring:

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

Monitoring of the overall PBIS Model School Process will occur in the beginning, middle, and end of the school year based on the timeline provided by the Florida PBIS Project. Specific dates for Model School deliverables will be provided once they are decided upon by the Florida PBIS Project. The leadership team, along with staff will review behavior data and completion of PBIS model school deliverables in bi-weekly/monthly meetings.

Person responsible for monitoring outcome:

Adam Barr (barra2@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The implementation of Positive Behavior Interventions and Supports provides a way for schools to build positive school culture by implementing positive, proactive, and data driven behavioral supports. It creates an environment where the behavioral success of students becomes the priority, instead of the implementation of rigid disciplinary measures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As stated above, referral data showed a high level of referrals being written in areas related to student misbehavior in class and student safety. Using the PBIS Project's plan for PBIS implementation will help to create support systems that address these specific needs. Tier 1 strategies will help positively address the whole school through visuals, student engagement, reward systems, etc. Tier 2 and tier 3 interventions created/monitored by the MTSS/CPST teams will help address specific issues and find positive resolutions to issues that can prevent future situations from occurring.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Complete PBIS Plan and Discipline flow chart. Share with faculty to gain insight and input. Ensure MTSS/CPST team is included in PBIS plan implementation. Complete FALL PIC to ensure implementation of PBIS plan and make changes where necessary.

Person Responsible: Adam Barr (barra2@duvalschools.org)

By When: Action steps 1-3 will be completed at the beginning of the year by October.

Review discipline data and implement interventions for Tier 2/3 students. Use the Problem-Solving Process to analyze the effectiveness of school wide systems. Use walkthrough document to assure the building is an environment that supports all students and families.

Person Responsible: Adam Barr (barra2@duvalschools.org)

By When: Action steps 4-6 will be completed at the middle of the year by December.

Schedule Model School Walkthrough. Submit BoQ Tier 2 & 3 TFI. Prepare for Model School Application

Person Responsible: [no one identified]

By When: Action steps 7-9 will be completed by June.

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Spring FAST PM3 ELA results (pre-revaluation of cut scores) 29% of 3rd graders, 68% of 4th graders, and 48% of 5th graders scored proficient. When analyzing Spring FAST PM3 Math results (pre-revaluation of cut scores) 41% of 3rd graders, 71% of 4th graders, and 73% of 5th graders scored proficient. The data shows the need for increased proficiency 3rd/5th grade ELA and an increase in 3rd grade math proficiency. Furthermore, the low level of proficiency in these categories presents the need for remediation to achieve the gains necessary for students to show more than a year's worth of growth on the 23-'24' FAST PM3.

Measurable Outcome:

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

For ELA, the goal will be to increase overall proficiency from 53%-65%. In Math, the goal will be to maintain the high levels of proficiency in 4th and 5th grade but increase 3rd grade proficiency to 65%. Regarding gains, the goal will be to have at least 65% of students in ELA and Math achieve their targeted number of gains.

Monitoring:

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

Monitoring will occur on multiple levels. Using data from the '22-'23 school year and '23-'24 beginning of year assessments, students will be grouped according to their targeted needs. Teachers will meet on a weekly basis during common planning to review data, plan tiered instruction, and reevaluate student goals as needed. Data will be reviewed after each assessment given to reevaluate student goals.

Person responsible for monitoring outcome:

Lawanda Polydore (polydorel@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To increase proficiency, tier one standards-based instruction will remain a priority. Teachers will use state standards to plan/guide instruction using Benchmark Advance (ELA), Reveal Math (Math), and other research based instructional tools. Students will be provided with tier one supports in all subjects and assessed regularly to ensure mastery of standards.

While tier one instruction remains a priority, small group instruction will be the focus of this year's instructional goals. During common planning, staff will review data from a multitude of sources (FAST, STAR, District DMA, etc.) to group students based on specific needs. Teachers will design small group instruction that targets these specific needs for remediation and enrichment. Data will be reviewed/analyzed on a consistent basis to ensure students are receiving the most appropriate tier 2/3 instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To best meet the needs of each individual student, a more targeted/intentional approach is needed. While tier one instruction will meet most needs of students who are on level, it does not provide the necessary time for targeted interventions. Data analysis, coupled with small group instruction provides a way for teachers to differentiate learning in a more focused setting, so that students needing remediation or enrichment can receive it on their own level. Resources to be used in this process will include Benchmark

Advance Tiered Instruction tools, Reveal Math small group tools, i-Ready Small Group Intervention tools, Heggerty, UFLI, etc.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Review FAST PM3 data from the '22-'23 school year and target student needs.
2. With faculty, review data and create beginning stages of small group plan including targeted skills and resources to be used.
3. Administer beginning of year assessments and review data.
4. Create initial student small groups and plan for instruction/assessment.
5. Re-evaluate instruction based on student assessments and plan accordingly.
6. Continue cycle during common planning sessions throughout year and adjust as needed.

Person Responsible: Lawanda Polydore (polydorel@duvalschools.org)

By When: Steps 1-4 will occur by the third week of school. Small groups instruction will be reviewed on a weekly basis.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022 Federal Percent of Points Index, the “students with disabilities” subgroup was identified as scoring below 41% for that year. This data shows an increased need for the targeted interventions stated in SIP Goal 2, and a reassessment of Hidden Oaks’ MTSS/CPST Protocols. To do this, Hidden Oaks will set in place MTSS (Multi Tiered System of Supports) protocols that will review student data to identify the needs of the school, along with students requiring intervention. These students will in turn be monitored by the CPST (Collaborative Problem-Solving Team) to assess the effectiveness of interventions and make adjustments as needed.

Measurable Outcome:

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

The goal of Implementing proper and consistent MTSS/CPST protocols will be to reduce the percentage of “students with disabilities” scoring below the federal index from 41% to 20%.

Monitoring:

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

The success of the goal itself will be monitored by the admin team. With the MTSS team being comprised mainly of the leadership team, the MTSS Team will meet weekly or bi-weekly to discuss schoolwide data trends as laid out in the MTSS protocols. Based on analysis of trends, plans of action will be created to address concerns. These plans, along with their results will be discussed during each MTSS meeting. The CPST will operate on a similar schedule but will only be required to meet once a month during early release. The CPST will assist teachers in providing Tier 2/3 support to students requiring more targeted interventions, such as students falling into the “students with disabilities” subgroup. The CPST, however, can meet as much as needed depending on the caseload. Student progress will be monitored during each meeting to evaluate the efficacy of interventions being prescribed.

Person responsible for monitoring outcome:

Lawanda Polydore (polydorel@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being used are the MTSS/CPST protocols themselves. The MTSS team is comprised of faculty members who usually hold some type of leadership capacity within the school. The team meets to analyze school wide data pertaining to academics, behavior, attendance, or any other significant metric effecting the school. During meetings, the team looks for data trends and creates plans of action to address concerns. The CPST (Collaborative Problem-Solving Team) takes a narrower approach and is used to support teachers by providing help with Tier 2/3 interventions for students in need. The team is usually comprised of teachers, counselors, coaches, etc. During meetings, the CPST analyzes students’ data, pinpoints specific needs, and helps develop interventions to meet those needs. Students are monitored and plans are adjusted as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As stated above, the 2022 Federal Percent of Points Index specified that the success of students in the subgroup “students with disabilities” was an area of concern for Hidden Oaks. Addressing this area of concern is of the utmost importance when considering the success of these students and how test scores will be calculated now that gains are factored in. Initiating Duval County Public Schools’ MTSS/CPST

protocols will help shift focus to a more data driven approach to addressing school wide and student specific deficits.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. During pre-planning, meet with school staff to discuss MTSS/CPST protocols. Ensure all staff members are aware of the differences between the two and how each team operates.
2. Give opportunities for staff to join each team and set dates for initial meetings. Ensure Admin has given each team the necessary resources to operate.
3. Upon start of school year, ensure teams are meeting at selected times and protocols are being followed.
4. In faculty emails, meetings, etc., remind faculty of the MTSS/CPST process and protocols to ensure teachers understand they are a beneficial resource.
5. Re-evaluate effectiveness of implementation at least quarterly to ensure teams/resources are being utilized efficiently.

Person Responsible: Lawanda Polydore (polydorel@duvalschools.org)

By When: Initial creation of MTSS/CPST teams will occur by the end of August 2023. Protocols will be monitored throughout year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our process to review school improvement funding allocations include: Meeting with our stakeholders to determine and approve funds allocation. The 1st part of our plan is to reduce the class size of primary classrooms. The initial change will be to eliminate the 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 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.

Once hired our Reading Interventionist will work with 50% of our students to ensure a 10% growth in Reading proficiency. Our 3rd Grade Teacher classroom teacher will be used to reduce the number of students in the class and improve 1 on 1 daily instructional lessons. Finally, we will purchase learning materials and supplies for all tutoring students from Office Depot and our DCPS Storeroom.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2022-23 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.

- The percentage of students in kindergarten through grade 3, based on 2022-2023 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 - 65% and 2nd - 59%.

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

Based on 2022-23 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.

- The percentage of students in grades 3-5, below Level 3 on the 2023 Area of Focus Description statewide, standardized English and Rationale: Language Arts assessment are as follows: 3rd grade is 68%, 4th grade is 21%, and 5th grade is 52%.

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 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 Measurable Outcomes

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 5 percentage points.

Grades 3-5 Measurable Outcomes

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 5 percentage points.

Monitoring

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 impact student achievement outcomes.

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

Description:

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?

We will utilize Amira, UFLI, and Benchmark Additional lessons to support all learners. These resources 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 program will be monitored through District assessments, PM State assessments. We will use an “evidence-based” means to determine a statistically significant effect on improving our 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. The identified evidence-based practices/programs will meet Florida’s definition of evidence-based (strong, moderate or promising). The evidence-based practices/programs does align with the district’s K-12 Comprehensive Evidence-based Reading Plan. The evidence-based practices/programs align to the B.E.S.T. ELA Standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these programs is the evidence-based programs used in Duval County, District support and experts throughout the County to support results. The UFLI program has the ability to build all components of reading especially phonics, phonemic awareness and other foundations of reading. The identified evidence-based practices/programs show proven record of effectiveness for the target population.

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.	Polydore, Lawanda, polydorel@duvalschools.org
Based on observational BWT data and teacher feedback, PD topics (UFLI and Amira) will be set before each Early Release.	Polydore, Lawanda, polydorel@duvalschools.org
Based on observational BWT data and teacher feedback, PD topics (UFLI and Amira) will be set before each Common Planning.	Polydore, Lawanda, polydorel@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The method for dissemination of this SIP includes copies provided at the SAC meeting, on our school's website, copies provided during Open House, and a copy will be available in the front office of the school.

<https://dcps.duvalschools.org/hiddenoaks>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to provide opportunities for parents to engage in the learning community through Title 1 nights, STEAM Fall Festival, Science night supporting science, and Literacy Night to support literacy learning at home. We also have eight SAC and PTA meeting where families will be encouraged to participate.

<https://dcps.duvalschools.org/hiddenoaks>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We plan to strengthen the academic programs in the schools by effective implementation of the following:

1. Small group instruction
2. WIN (What I Need) groups specifically for identified students (RTI/MTSS)
3. Tutoring for struggling students
4. Walk to read for students performing above grade level
5. Weekly Common Planning to enrich the amount and quality of learning time

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school will implement strategies from the DCPS Wellness policy including but not limited to certain students wellbeing. We will implement a full School Counselor program, and provide students with emotional support through daily Calm Classroom activities.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school will implement a PBIS model school program. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. We use 'students' to refer to all children and youth in any educational or therapeutic setting (e.g., K-12 school, early childhood program, treatment program, juvenile justice program). Use a continuum of evidence-based practices to support student needs
 Engage students, families, and community members to co-create culturally responsive practices
 Regularly check the effectiveness of their practices
 Rely on teams to guide implementation
 Use data to identify strengths, uncover needs, and monitor student progress
 Implement universal screening
 Develop content expertise through coaching and on-going professional development

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our school's PLC will read the book, "If It's Not Engaging, I Quit!" By Vincent Taylor. Teachers and paraprofessionals will attend Common Planning weekly to improve instruction and use data from academic assessments to drive instructional decision. We will use best practices to recruit and retain effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We will provide transition programs with local daycares to provide children with tours, and information to prepare the students for elementary.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00

3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No