

The School District of Palm Beach County

Hidden Oaks Elementary School



2015-16 School Improvement Plan

Hidden Oaks Elementary School

7685 S MILITARY TRL, Lake Worth, FL 33463

www.edline.net/pages/hidden_oaks_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	47
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	51
Technical Assistance Items	55
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission here at Hidden Oaks is to establish life-long learners by guiding and challenging students in a safe, nurturing environment. We strive to educate students' minds and foster the spirit of diligence and cooperation. Our goal is to develop young leaders through diverse academics and character-building strategies.

Provide the school's vision statement

Teachers, parents and the community work together, in ensuring academic success with rigor, experiences and creativity. Learning is enhanced through utilization of the latest technology and resources. We provide life skills that promote respect between self, others and community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2.0-9 (8), as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans. Teachers embed cultural activities within curriculum and daily course work through research, literature, and hands-on experiences. Our School Wide Positive Behavior committee has provided professional development to staff members and parents on how to increase positive interactions with students and continue to collect data on the ratio of positive interactions with students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school's administrators greet the students and parents each morning during arrival and at the end of the day during dismissal. School staff members and fifth grade Safety Patrols are also at assigned posts throughout the building and school grounds during arrival and dismissal. Music is played daily to cue the students and teachers that it is time to enter the classroom. The students have the opportunity to visit the computer labs in the morning. Classroom teachers keep books and activities outside of their doors for students to read while they are waiting to enter their classrooms. The students have an opportunity to earn Hawk Dollars as an incentive to read independently in the morning and at dismissal when they are reading their "just right" books.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide behavioral system, based on CHAMPs, is implemented throughout the entire school. All staff members have been trained to consistently utilize CHAMPs in order maintain a Single School Culture. CHAMPs provides unified behavioral expectations throughout the entire school so that every student understands what is expected. Our school has a Student out of Sorts (SOS) form that must be completed if teachers need administrative assistance with a student. The SwPBS committee

meets monthly to continue to refine the school wide behavioral system that is in place and review student data including the SOS forms. The committee has also created school-wide expectations (SOARS) for the cafeteria. Each class may earn five points daily if they follow the cafeteria expectations. Classes that earn 220 points for the trimester are rewarded with video games and lunch on the stage. This year we have added Cafeteria Cash and Bus Bucks to provide individual student incentives in those areas of the school. Our school has been recognized with the Little Red Schoolhouse Award in regards to our school-wide initiative of utilizing Spirit Sticks as an incentive program to recognize character qualities in students. The SwPBS committee provides training to new staff members, aftercare staff members, and parents to ensure the system is being consistently utilized. In 2015, our school was awarded with Tier II Bronze status and recognized as a SwPBS state model school.

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

Our school has a mentor program in which staff members mentor students that need extra social-emotional support. The mentor committee organizes special events several times throughout the school year for the mentors and students to interact outside of the classroom. The mentors also schedule their own outings with their mentees such as breakfast, lunch, treats, and rewards. Our guidance counselor organizes small group counseling sessions for students based on specific needs of support such as divorce, grief, friendship, anger management, and test taking skills.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school's early warning system includes: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions (whether in-school or out-of-school), course failure in ELA or Math. We also utilize the RtI/SBT data to make decisions and close gaps in student performance. Our school utilizes data systems to identify students who have attendance, academic, or behavioral concerns. We will meet during School Based Team to problem solve and ensure that teachers are aware of decisions and procedures for notification after the students are identified as meeting one or more of the early warning indicators.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	3		
Attendance below 90 percent	0		
One or more suspensions	1		1
Course failure in ELA or Math	0		
Level 1 on statewide assessment	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	6	13	6	29

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students that exhibit two or more early warning indicators are provided with small group skill instruction. The students are also invited to the morning computer labs for extra Math or Reading support. Teachers problem solve by submitting students for School Based Team to develop additional interventions and support for those students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Our goal is to provide trainings for parents in all core content areas such as reading, math, writing and science. We will also continue to schedule and plan activities that promote community and family involvement.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school will provide events to build partnerships with all stakeholders. Parents will be invited to attend PTA meetings and School Advisory Council meetings as well as the Title I annual meeting. Our business partners are invited to participate in school events and the School Advisory Council meetings. The school schedules family events such as Family Nights, Moms and Muffins, Dads and Donuts, Grandparents and Granola, Math Nights and Mornings, Curriculum Night, High Flying Hawks Awards, South Florida Science Museum STEM and STEAM Nights, Family Gardening Days, Monthly Summer Library Nights, and Primary and Intermediate focused Writing Night for parents.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Myers, Sari	Principal
Hoffman, Stacey	Teacher, K-12
Jones, Jacquelyn	Teacher, K-12
Bushouse, Michelle	Assistant Principal
Warren, Shannon	Teacher, ESE
Kramer, Michele	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Based Leadership Team will meet regularly to review universal data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create an effective learning environment. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the the school-based Rtl Leadership Team.

The SBT will use the problem solving mode to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSCD 2284) which identifies a student's specific area of deficiency. The team will ensure that necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support interventions and report back on all data collected for further discussion at future meetings.

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

Members of the School Based Leadership Team consists of the the Administrators, Rtl Resource Teacher, Guidance Counselor, School Psychologist, School Nurse, Speech Language Pathologist, ESOL Resource Teacher and ESE Contact. The team meets weekly on Thursday to address MTSS And Rtl.

Title I funds will be utilized to purchase a .5 Rtl/ Resource .5 PD teacher to assist with the implementation of Rtl as well as assisting in providing additional professional development to teachers by assisting them with classroom strategies to assist students in the classroom. Title I funds will also be used to purchase a .5 Science Lab teacher that will provide science instruction to students in Kindergarten through Fifth grade on a Fine arts rotation schedule. Title I will be used to fund professional development and other trainings to support the implementation of Reading and Writing Workshop as well as the implementation of Florida standards. Title I funds will also be used to purchase materials such as books, folders, buff colored paper, pens, sticky notes, etc, which will assist in implementation of Reading and Writing Workshop. Title I and other funding is also used to provide tutorial services to ensure that students requiring additional remediation are assisted through morning and afternoon tutorial programs including the Ten Marks computer program. The TenMarks program which has been purchased with Title I money will be utilized in the morning computer labs, in the classroom as well as for tutorial purposes. Title I funds and additional funds will be allocated for the Flying Classroom. The Flying classroom is a science curriculum based on Florida Standard that is used in the Science Lab as well as in fourth and fifth grade classrooms. Title I Funding for parent

involvement trainings will be set aside to provide information to assist parents in all content core areas. This year Title I funds have been allocated to provide Science STEM Nights as a fun hands on night to support parents and students working together on Science and Math activities. Title I funds are also used to purchase School Wide Agendas which assists in daily communication from teachers to parents. Additional funding is utilized to provide enrichment services to maintain high proficiency levels of students. Additional funds will be used to purchase math and science manipulatives as well as consumable materials for science experiments.

Part C - Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.

Title I and II also provide support for teachers through area support teams, curriculum support, RRR training, Leveled Literacy Intervention (LLI), and the Literacy and Mathematics Cohorts.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X - Homeless

The school district provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney- Vento Act to to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI teacher is an experienced teacher who utilizes the Leveled Literacy Intervention (LLI) system. She will provide 30-45 minutes of reading support to third and fourth grade. The selection of students will begin with retained third grade students. Next, third grade students that are reading at an independent level K or below are provided with SAI instruction. Additionally, fourth grade students reading at an independent level N or below will receive instruction from the SAI teacher.

Violence Prevention Programs

Hidden Oaks educates students and parents on bullying awareness. We support the Zero Tolerance Policy and teach Character Education through SwPBS, CHAMPs, and guidance services. Hidden Oaks has a Crisis Response Team that is trained in VITAL and PCM.

Hidden Oaks implements a Single School Culture that is embedded in our learning experience. Single School Culture and appreciation for Multicultural Diversity is also embedded in our school learning experience.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sari Myers	Principal
Karen Brown	Parent
Moises Martinez	Business/Community
Kevin Cameron	Parent
Scott Marcellus	Parent
Monique Coyle	Teacher
Jennifer Linsinbigler	Parent
Jennifer Olson	Parent
Michele Kramer	Teacher
Alicia Foy	Teacher
Cassandra Wilbanks	Parent
Gyneathia Andrews	Parent
Felicia Moore	Teacher
Jennifer Martinez	Teacher
Danielle Fernandes	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC met to review the School Improvement plan at the beginning of the school year. The members also utilized the plan throughout the year when discussing and reviewing current student data.

Development of this school improvement plan

SAC meets to discuss the overall needs of the school. Members of the committee assisted in writing and will assist in monitoring the implementation of the plan. The SAC reviews the school data, Title I budget and assists with funding.

Preparation of the school's annual budget and plan

The School Advisory Council meets to discuss and approve spending of funds. Teachers will submit requests in writing with out-of-county professional development opportunities to seek approval of SAC members. SAC spends time at each meeting to review and monitor the budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Projects are determined throughout the year based on the school's needs.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The school is currently recruiting more SAC members in order to meet the SAC compliance requirements.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Myers, Sari	Principal
Hoffman, Stacey	Teacher, K-12
Verbiest, Dana	Teacher, K-12
Jones, Jacquelyn	Teacher, K-12
Marcinkoski, Stacey	Teacher, K-12
Seibert, Claudine	Teacher, K-12
Smith, Marie	Teacher, K-12
Gudgell, Brooke	Teacher, K-12
Sotelo, Lorraine	Teacher, K-12
O'Hara, Danielle	Teacher, K-12
Pimpipat, Gibbie	Teacher, K-12
Mitchell, Kathleen	Teacher, K-12
Roseman, Rachel	Teacher, K-12
Balliet, Dawn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

We will continue to implement Reading and Writing workshop school-wide. The LLT ensures that all teachers utilize the reading logs during the school year through conferencing with students. We are also working to increase students' independent reading time to help build reading stamina during the summer. We have incorporated a Summer Reading Dance Party in which students that have completed and returned their summer reading logs are invited to participate in a celebration. Also during the summer, students are encouraged to attend our Summer Public Library Nights. The LLT sponsors a Barnes and Noble book event twice a year. The teachers provide a suggested reading list as well as a wish list during this event. Many parents will purchase books or gift cards to give back to the school. Marie Smith hosts two Scholastic Book Fairs each year: Fall and Spring. Throughout the school year the LLT sponsors family reading events such as Dads and Donuts, Moms and Muffins, and Grandparents and Granola to celebrate and encourage families reading together. Students also have the opportunity to trade books during our Trade-A-Book Tuesdays. Students bring in books that they own and trade their books. Students also visit the Media Center once every seven days and also during Open Media time to check out books.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule was created to provide common planning time daily for grade level teams. Teachers plan lessons together during their weekly grade level meetings. Learning team meetings occur

bi-weekly to provide time for creating common assessments through analyzing current classroom data. The Professional Development Committee plans opportunities for grade level collaboration during professional development days. Teachers will be given differentiated professional development sessions throughout the school year based on their individual needs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school Assistant Principal establishes partnerships with local universities and district liaisons to have interns conduct their internships at Hidden Oaks. Administrators establish partnerships between new teachers and veteran staff members and meet with these individuals throughout the school year. The new teacher, mentor and assistant principal meet on a regular basis to provide support and discuss the ESP program at Hidden Oaks. Administrators assist in budgeting money for trainings and professional development. Teachers are not only given outstanding professional development and growth opportunities at Hidden Oaks, but are also encouraged to develop even more as teachers by being offered additional leadership opportunities and experiences. This collegial environment promotes teamwork, camaraderie, and strong ties within the Hidden Oaks teaching community. This year our school has partnered with Florida Atlantic University in the FAU Exceed Grant which schools collaborate and receive FAU interns throughout the school year. We currently have five FAU interns at our school. The partnership afforded our teachers to participate in trainings and learn how to mentor and coach new teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

This year we are continuing to implement a Beginning Teacher Program at our school that is led by two experienced teachers, Ms. Jacquelyn Jones and Mrs. Stacey Hoffman. The program is to assist teachers that are not only new to teaching but also new to Hidden Oaks. The program provides teachers with support in areas such as behavioral management, teaching strategies, setting up their classroom, and Marzano domain training. Currently we have six first year teachers in the program. Ms Harden and Ms. Mackenzie McCoy are new ASD teachers this year. They are currently being mentored by Mrs. Strackmann. Mrs Strackman is an experienced ASD teacher who is Clinical Ed Certified. Ms. Rebekah Poehler is a new teacher currently teaching third grade. Ms. Rebekah Poehler is mentored by Mrs. Lauren Shane who is an experienced teacher. Ms. Lysie Mandt is a new kindergarten teacher who is mentored by Ms. Jacquelyn Jones. Ms. Jones is an experienced teacher who has taught Kindergarten for several years. Ms. Alexi West is an Interim teacher who is currently teaching a 2nd grade classroom while Mrs. Buckholz is on maternity leave. Ms. West is being mentored by Ms. Budjinski who is an experienced 2nd grade teacher. Ms. Alison Walker is a new .5 ESE VE teacher who is being mentored by Mrs. Penny Robinson Tubbs who is an experienced ESE VE teacher. Mrs. Wasson, Ms. Rachel Wilson, Mrs. Carolyn Brown, Mr. Joshua Peters and Mrs. Alix Ghidaleson are experienced teachers that are new to Hidden Oaks. They are provided the opportunity to attend trainings based on their specific needs and the monthly schedule of trainings and activities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The grade level teachers plan together using the Florida State Standards to drive instruction. The teachers analyze common assessments to determine the students' strengths and weaknesses. Instruction is then differentiated based on this data.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teachers have weekly grade level meetings and bi-weekly Learning Team Meetings in order to analyze student data and align instruction to the Florida State Standards. They also utilize current classroom data from common assessments to create scales, rubrics, and plan differentiated instruction. During daily math instruction, teachers use teacher observation during the mini-lesson to determine their small skill groups. During reading and writing, the teacher utilizes conferencing time, guided reading and strategy groups to provide students with the individual support they need. During social studies, teachers provide instruction based on the Florida State Standards. Some students who are below proficiency in reading may receive additional reading instruction during their social studies block. Students that are receiving supplemental instruction (iii) and are in the Rtl process (Tier 2) are also progress monitored weekly during iii or SAI. Students that are receiving intensive instruction and are in the Rtl process (Tier 3) will receive iii as well as 30 minutes of instruction with a focus on their goal (during the science block).

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

Before and After school Tutorial Program. Tutorials will occur two times a week.

Strategy Rationale

The tutorial program provides struggling students with extra support in Math and Science beyond the school day in order to increase academic growth.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kramer, Michele, michele.kramer@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected based on District Assessments in Math and Science. Teachers then give names to tutoring administrator to invite to the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

We will collaborate with our local community preschools in January to welcome new Kindergarten students, provide those facilities with information on Florida State Standards and discuss our Single School Culture as well as Hidden Oaks' expectations for our students. Administration and a Kindergarten representative will also attend local Preschool Parent Nights to provide parents of incoming students with information about Kindergarten at Hidden Oaks. In the spring we will have a Kindergarten Round Up where we will offer school tours, classroom visits with presentations by the teachers, and distribute Kindergarten Readiness Packets. We will also collaborate with surrounding preschools by sending out flyers and inviting preschoolers and their parents to Round-Up. Prior to the beginning of school, students entering Kindergarten will be given a screening to determine appropriate instructional placements. In August, we will continue staggered start with all Kindergarten students.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions, when implemented in general education and natural contexts, then SWDs will make progress toward meeting IEP and learning goals.


- G2.** If our school successfully implements the suggested SIP strategies, then students in grades 3-5 will meet or exceed proficiency during the 2016 Reading, Writing, and Math portions of the FSA, Access 2.0, and FSAA.

- G3.** If our school successfully implements the suggested SIP strategies, then the fifth grade students will meet or exceed proficiency during the 2016 Science portion of FCAT and FSAA..

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions, when implemented in general education and natural contexts, then SWDs will make progress toward meeting IEP and learning goals. **1a**

 G070081

Targets Supported **1b**

Indicator	Annual Target
FAA Reading Proficiency	
FSA English Language Arts - Achievement	

Resources Available to Support the Goal **2**

- Fountas and Pinnell Reading Running Records
- Technology Resources (i.e. Blender, Performance Matters, EDW)

Targeted Barriers to Achieving the Goal **3**

- Teachers of students in self-contained classrooms have a lack of training on the use of formative assessments, and also how to access the district curriculum and assessments, such as Blender and Performance Matters.

Plan to Monitor Progress Toward G1. **8**

RRR assessment books, FSAA, classroom data, district assessments

Person Responsible

Sari Myers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

RRR assessment books, FSAA, classroom data, district assessments

G2. If our school successfully implements the suggested SIP strategies, then students in grades 3-5 will meet or exceed proficiency during the 2016 Reading, Writing, and Math portions of the FSA, Access 2.0, and FSAA. **1a**

G070082

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	79.0
CELLA Reading Proficiency	75.0
FAA Reading Proficiency	70.0
FAA Writing Proficiency	71.0
CELLA Writing Proficiency	70.0
AMO Math - All Students	79.0
FAA Mathematics Achievement	70.0

Resources Available to Support the Goal **2**

- Utilize Palm Beach County Reading Workshop and Lucy Calkins Writing Workshop model to teach reading and writing.
- Provide and utilize "Just Right" books and reading logs to increase reading stamina.
- Utilize Fountas and Pinnell's K-5 Assessment System, Words Their Way, and Building Vocabulary to teach word work and support spelling and vocabulary.
- Implement computer lab program for grades 1-5.
- Utilize SAI, ELL, and .5 Rtl resource teachers to identify and close gaps.
- Reading and Math Diagnostics, Palm Beach Performance Assessments, and District Mini and Unit Assessments (Grades 2-5)
- K-5 Literacy Assessment System, Scholastic Reading Inventory, Florida Achieves, I Station, Mobi Max.
- Utilize formative and summative assessments to drive instruction
- Leveled Literacy Intervention (LLI)
- Teachers are provided with time to utilize data to plan for instruction at Learning Team Meetings.
- Unique Learning System is a complete curriculum designed for students working on Access Points for reading and writing.
- PCI Reading Program is a research based reading program which teaches sight words through controlled text.
- Meville to Weville is a researched based Early Literacy and Communication Curriculum that incorporates reading, writing, speaking, listening and augmentative communication for students with moderate to severe disabilities.
- ESOL Teacher/Contact, ESOL Intervention Teacher, Community Language Facilitators
- PreLAS and LAS Links assessments
- Assigned Computer Lab Tutorials, FASTT Math, STEM Leadership Team, ThinkCentral, STEM Moments, TenMarks, Mobi Max.
- SRA Number Worlds is a standards-based comprehensive math intervention/prevention program.

- TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles.
- ELA Leadership Team
- Wilson FUNdations for Reading intervention.
- Academic Games, SECME
- Utilize Palm Beach County Reading Workshop model to teach students with disabilities.
- Early Numeracy Curriculum for students working on Access Points.
- .5 PD Teacher to assist with working with teachers.
-

Targeted Barriers to Achieving the Goal 3

- The anticipated barrier is students are lacking the skills and strategies as well as the ability to respond critically to literature to perform at proficiency.
- The anticipated barrier is new staff and teachers lack experience with RRR assessments, collaborative planning, K-8 Continuum, and Reading Workshop.
- The anticipated barrier is parents need assistance with implementing new mathematical strategies at home.
- The anticipated barrier is that students have insufficient foundational skills in writing across all content areas.

Plan to Monitor Progress Toward G2. 8

Common Mini Assessments, Diagnostics, FSA

Person Responsible

Sari Myers

Schedule

Annually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student performance on assessments

G3. If our school successfully implements the suggested SIP strategies, then the fifth grade students will meet or exceed proficiency during the 2016 Science portion of FCAT and FSAA.. 1a

G070083

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FAA Science Proficiency	70.0

Resources Available to Support the Goal 2

- STEM Journals
- Science Diagnostics (5th grade only)
- STEM focused strategies utilized in lab.
- Resources (i.e. Flying Classroom Curriculum, Science Olympiad, SECME, Science Tutorial, Outdoor Classroom, STEM Buddies, 3-D printer, Science Ideas, STEM Moments, STEM and STEAM Nights, Awarded Grants, Tradebooks, etc.)
- Unique Learning System is a complete curriculum designed for students working on Access Points.

Targeted Barriers to Achieving the Goal 3

- The anticipated barrier is the lack of student knowledge and practice with the NGSSS concepts which inhibits the students' academics.
- The anticipated barrier is that teachers need a deeper understanding of NGSSS content.
- The anticipated barrier is that students and teachers need a deeper understanding of STEM strategies.

Plan to Monitor Progress Toward G3. 8

Science Journals, Performance assessments, Diagnostics, Evaluations, Projects

Person Responsible

Sari Myers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

School and District provided student achievement data, vertical planning comparing journals, assessments, lesson plans, and NGSSS Standards

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions, when implemented in general education and natural contexts, then SWDs will make progress toward meeting IEP and learning goals. **1**

 G070081

G1.B1 Teachers of students in self-contained classrooms have a lack of training on the use of formative assessments, and also how to access the district curriculum and assessments, such as Blender and Performance Matters. **2**

 B182392

G1.B1.S1 Teachers will receive in-house and district training on formative assessments. **4**

 S194114

Strategy Rationale

Data will be used from formative assessments to drive instruction.

Action Step 1 **5**

Professional development will be provided to teachers that lack experience RRR assessments and K-8 Continuum

Person Responsible

Sari Myers

Schedule

On 6/2/2016

Evidence of Completion

RRR assessment books

Action Step 2 5

Professional development will be provided to teachers that lack experience RRR assessments and K-8 Continuum

Person Responsible

Sari Myers

Schedule

On 6/2/2016

Evidence of Completion

RRR assessment books

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

iObservation will include monitoring of RRR

Person Responsible

Sari Myers

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

RRR assessments books

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student performance on district and state assessments

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student performance data, EDW, RRR assessment books

G2. If our school successfully implements the suggested SIP strategies, then students in grades 3-5 will meet or exceed proficiency during the 2016 Reading, Writing, and Math portions of the FSA, Access 2.0, and FSAA.

1

G070082

G2.B1 The anticipated barrier is students are lacking the skills and strategies as well as the ability to respond critically to literature to perform at proficiency. 2

B182393

G2.B1.S1 Implement a tutorial program targeting students that have scored below grade level proficiency on Reading FSA and Reading Diagnostic tests. 4

S194115

Strategy Rationale

This strategy will provide an extra layer of support to students that are not meeting proficiency in Reading.

Action Step 1 5

Students will be selected according to data and entered into a tutorial program and the computer lab program. Strategic tutorial groups will be based on student needs.

Person Responsible

Michele Kramer

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

District and classroom data will be used to evaluate and monitor student progress. Reports of student progress will be monitored through the TenMarks reporting system.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

District and classroom data will be analyzed to monitor student progress.

Person Responsible

Michele Kramer

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Tutorial data reports, lesson plans, and student attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

District, classroom, and tutorial data will be collected as well as attendance.

Person Responsible

Michele Kramer

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

student data, lesson plans, and attendance

G2.B1.S2 Utilize a .5 Rtl resource teacher, SAI, and ELL teachers to work with targeted students that are below proficiency in Reading and are in the process of receiving Reading interventions. 4

 S194116

Strategy Rationale

This strategy will provide students with additional Reading support during the school day.

Action Step 1 5

Work with teachers to identify students that are in need of Rtl, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Person Responsible

Stacey Hoffman

Schedule

Weekly, from 8/17/2014 to 6/2/2015

Evidence of Completion

Student progress assessments.

Action Step 2 5

Work with students that are identified in need of Rtl, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Person Responsible

Stacey Hoffman

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Weekly student progress assessments. Tier instruction data sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly student monitoring assessments

Person Responsible

Stacey Hoffman

Schedule

Weekly, from 8/17/2014 to 6/2/2015

Evidence of Completion

Monitor weekly progress monitor of identified students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring after 8 weeks of intervention to see if students met goals

Person Responsible

Stacey Hoffman

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student progress reports of weekly data collection. School Based Meeting at at 8 weeks to discuss intervention and student progress. Intervention will be changed as needed.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring RRR, classroom and district assessments to see if ESOL students are making progress

Person Responsible

Stacey Marcinkoski

Schedule

Daily, from 8/17/2014 to 6/2/2015

Evidence of Completion

Current student data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring LLI along with RRR to see if SAI students are making progress

Person Responsible

Dawn Balliet

Schedule

Weekly, from 8/17/2014 to 6/2/2015


Evidence of Completion

LLI (RRR) data

G2.B2 The anticipated barrier is new staff and teachers lack experience with RRR assessments, collaborative planning, K-8 Continuum, and Reading Workshop. 2

 B182394

G2.B2.S1 Teachers will receive professional development in RRR assessments and K-8 continuum, and Reading workshop 4

 S194118

Strategy Rationale

Teachers will receive this professional development in order to effectively use RRR and K-8 continuum and to accurately identify student Reading levels. Training on implementing Reading workshop will be given to assist teachers in Reading instruction.

Action Step 1 5

Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.

Person Responsible

Sari Myers

Schedule

On 6/2/2016

Evidence of Completion

RRR assessment books

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

EDW will include monitoring of RRR

Person Responsible

Sari Myers

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

RRR assessment books

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student performance on FSA and classroom and district assessments.

Person Responsible

Sari Myers


Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student performance data

G2.B2.S2 Hire a .5 PD Teacher to assist teachers with progress monitoring and research based interventions to assist students in the classroom. 4

 S194119

Strategy Rationale

The PD teacher will be able to assist teachers in the classroom as well as understand teacher needs to assist in planning for school Professional Development days.

Action Step 1 5

.5 PD Teacher will work with teachers to provide professional development in reading.

Person Responsible

Stacey Hoffman

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Consultation Log, Meeting Notes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Professional Development committee and leadership team will determine needs and PD Teacher will schedule meetings with individual teachers, attend LTM's, and Plan and provide faculty PD.

Person Responsible

Sari Myers

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Evidence of meeting notes with individual teachers, Agendas and Notes of meetings,

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Feedback will be provided based on PD, Leadership and PD will meet and plan appropriate trainings based on feedback

Person Responsible

Sari Myers


Schedule

Monthly, from 8/17/2015 to 6/2/2016


Evidence of Completion

Meeting Notes, Feedback forms

G2.B4 The anticipated barrier is parents need assistance with implementing new mathematical strategies at home. 2

 B182396

G2.B4.S1 Provide training to parents to teach them the mathematical strategies in order for them to properly assist their child at home. 4

 S194120

Strategy Rationale

Parents will be able to provide curriculum relevant assistance to their child at home with mathematics.

Action Step 1 5

Teachers will provide training to parents in mathematics strategies.

Person Responsible

Sari Myers

Schedule

On 6/2/2016

Evidence of Completion

Attendance from the training and parent surveys/evaluations

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Parent Attendance, Surveys, and Evaluations

Person Responsible

Sari Myers

Schedule

On 6/2/2016

Evidence of Completion

Teachers will review fidelity of homework assignments and review assessments

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The teachers will review fidelity of homework assignments and review assessments.

Person Responsible

Sari Myers

Schedule


Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student work samples

G2.B4.S2 Purchase School agendas to assist in communication of curriculum for parents and teachers.

4

 S194121

Strategy Rationale

Parents will be able to communicate daily with teachers regarding the curriculum.

Action Step 1 5

Purchase agendas to support parent communication at home.

Person Responsible

Sari Myers

Schedule

On 6/3/2016

Evidence of Completion

Receipt of purchase

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Teachers will be responsible for monitoring the agendas daily

Person Responsible

Sari Myers

Schedule

On 6/3/2016

Evidence of Completion

Classroom visits

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Parent Involvement survey results

Person Responsible

Sari Myers

Schedule

On 6/3/2016

Evidence of Completion

Teacher and Parent Feedback

G2.B4.S3 Purchase Tenmarks Math Computer program for students to use at school and at home. 4

 S194122

Strategy Rationale

Tenmarks math program will provide instruction, interventions and support for students in grades 3-5.

Action Step 1 5

Implement Tenmarks Math program in grades 3-5

Person Responsible

Sari Myers

Schedule

On 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Tenmarks data will be monitored to view utilization of program and student performance

Person Responsible

Michelle Bushouse

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data reports will be collected and reviewed

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Tenmark data will be monitored, incentives will be given for usage, Student progress will be reviewed and celebrated.

Person Responsible

Michelle Bushouse

Schedule

Triannually, from 10/1/2015 to 6/2/2016


Evidence of Completion

Reports will be collected and monitored through Tenmarks

G2.B5 The anticipated barrier is that students have insufficient foundational skills in writing across all content areas. 2

 B182397

G2.B5.S1 Teachers will receive professional development in writing through all subject areas of the Florida Standards. 4

 S194123

Strategy Rationale

Teachers will be provided with professional development so they can effectively teach students to write for specific purposes across the content areas.

Action Step 1 5

Provide professional development in writing to teachers.

Person Responsible

Sari Myers

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Palm Beach Performance Assessment, classroom assessments, Vertical planning

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Palm Beach Performance Assessment and classroom assessment data will be analyzed at LTM meetings by grade level teachers

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Palm Beach Performance Assessment and classroom assessment data

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teachers will analyze Palm Beach Performance Assessment and classroom assessment data.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student work samples and assessments

G3. If our school successfully implements the suggested SIP strategies, then the fifth grade students will meet or exceed proficiency during the 2016 Science portion of FCAT and FSAA.. 1

G070083

G3.B1 The anticipated barrier is the lack of student knowledge and practice with the NGSSS concepts which inhibits the students' academics. 2

B182400

G3.B1.S1 Within the classroom, STEM Lab, and additional science resources, teachers will provide explicit instruction and conduct at least one hands-on activity related to each Big Idea. 4

S194124

Strategy Rationale

Developing science practice skills through direct instruction, modeling and practice will improve FCAT scores.

Action Step 1 5

By utilizing the Hawk's Eye Science and ARM's binders, Blender and training materials from the district and University of Florida, teachers will directly focus on NGSSS and Big Ideas.

Person Responsible

Sari Myers

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

2016 FCAT, Winter Diagnostics, Performance assessments - FSQ's and USA's

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

NGSSS and Big Idea Lessons and Activities

Person Responsible

Sari Myers

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Utilizing journals, students will be able to show practice and proof of explicit instruction and hands-on activities related to NGSSS and Big Ideas. Lesson Plans will also reflect activities conducted in classrooms. Primary Science Ideas will be utilized in Primary grades.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Knowledge of scientific processes and NGSSS practices will be assessed formally and informally.

Person Responsible

Sari Myers


Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

School and District provided student achievement data, summative assessments (FCAT, products, USA's), formative assessments (FSQ's and Diagnostics)

G3.B1.S2 Utilize a .5 Science Resource teacher to work with students in grades K-5. 4

 S194125

Strategy Rationale

The teacher will work with students to develop an understanding of science concepts.

Action Step 1 5

Work with students to increase knowledge of science concepts through using hands-on experiences including the Flying Classroom and the Outdoor Classroom.

Person Responsible

Michele Kramer

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

FCAT, STEM Journals

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

NGSSS and Big Idea Lessons and Activities

Person Responsible

Sari Myers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Utilizing journals, students will be able to show practice and proof of explicit instruction and hands-on activities related to NGSSS and Big Ideas. Lesson Plans will also reflect activities conducted in lab.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Knowledge and scientific processes and NGSSS practices will be assessed formally and informally.

Person Responsible

Sari Myers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

School and District provided student achievement data, STEM journals, products

G3.B2 The anticipated barrier is that teachers need a deeper understanding of NGSSS content. 2

B182401

G3.B2.S1 Teachers will receive professional development in-house and on the district level. 4

S194126

Strategy Rationale

By developing teacher content and implementation skills through Professional Development, student knowledge and test scores will increase.

Action Step 1 5

Professional development will be provided by colleagues and district-level employees.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Improvement in student achievement which can be seen through data.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson Plans showing implementation of Professional Development

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, student achievement data, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Data from performance assessments, Diagnostics, Utilization of science journals, Projects

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016


Evidence of Completion

Performance assessments, science journals, Diagnostics, FCAT, projects

G3.B3 The anticipated barrier is that students and teachers need a deeper understanding of STEM strategies. 2

 B182402

G3.B3.S1 Students will be provided with experiences in project based and problem based lessons. 4

 S194127

Strategy Rationale

Students will be able to delve into a deeper understanding of how science, technology, engineering, and mathematics correlate.

Action Step 1 5

Teachers will model STEM strategies through project and problem based lessons. Students will also experience connections to STEM from community

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Students' products and solutions will show understanding of STEM strategies through lessons.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Lesson plans for each Big Idea will include project or problem based lessons.

Person Responsible

Sari Myers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administrative observations and checking of lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Knowledge of scientific processes and STEM strategies will be assessed formally and informally.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student products and problem solutions, STEM journals

G3.B3.S2 Teachers will receive professional development in-house and through district trainings. 4

 S194128

Strategy Rationale

Teachers will learn STEM strategies and how they can be implemented in the classroom.

Action Step 1 5

Professional development will be provided on how to create and implement project and problem based lessons utilizing STEM strategies.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, Sign-in sheets, Lesson plans showing implementation

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

STEM Practice Experiences

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Utilizing STEM journals to document STEM strategies, completed student products and solutions, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Knowledge of scientific processes and STEM strategies will be assessed formally and informally.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student products and solutions, lesson plans

G3.B3.S3 Provide STEM training to parents 4

 S194129

Strategy Rationale

Providing training for parents will allow students to continue use of STEM strategies at home.

Action Step 1 5

STEM and STEAM hands-on night will be provided

Person Responsible

Sari Myers

Schedule

Semiannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parent attendance, surveys, and evaluations.

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

STEM and STEAM experiences will be provided to parents during training

Person Responsible

Sari Myers

Schedule

Semiannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance by students and parents, surveys, and evaluations

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Closing evaluations and surveys will be given to parents and students at the end of the training

Person Responsible

Sari Myers

Schedule

Semiannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Evaluations and surveys

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided to teachers that lack experience RRR assessments and K-8 Continuum	Myers, Sari	8/17/2015	RRR assessment books	6/2/2016 one-time
G2.B1.S1.A1	Students will be selected according to data and entered into a tutorial program and the computer lab program. Strategic tutorial groups will be based on student needs.	Kramer, Michele	8/17/2015	District and classroom data will be used to evaluate and monitor student progress. Reports of student progress will be monitored through the TenMarks reporting system.	6/2/2016 weekly
G2.B1.S2.A1	Work with teachers to identify students that are in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.	Hoffman, Stacey	8/17/2014	Student progress assessments.	6/2/2015 weekly
G2.B2.S1.A1	Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.	Myers, Sari	8/17/2015	RRR assessment books	6/2/2016 one-time
G2.B2.S2.A1	.5 PD Teacher will work with teachers to provide professional development in reading.	Hoffman, Stacey	8/17/2015	Consultation Log, Meeting Notes	6/1/2016 weekly
G2.B4.S1.A1	Teachers will provide training to parents in mathematics strategies.	Myers, Sari	8/17/2015	Attendance from the training and parent surveys/evaluations	6/2/2016 one-time
G2.B4.S2.A1	Purchase agendas to support parent communication at home.	Myers, Sari	8/17/2015	Receipt of purchase	6/3/2016 one-time
G2.B4.S3.A1	Implement Tenmarks Math program in grades 3-5	Myers, Sari	8/17/2015		6/2/2016 one-time
G2.B5.S1.A1	Provide professional development in writing to teachers.	Myers, Sari	8/17/2015	Palm Beach Performance Assessment, classroom assessments, Vertical planning	6/2/2016 triannually
G3.B1.S1.A1	By utilizing the Hawk's Eye Science and ARM's binders, Blender and training materials from the district and University of Florida, teachers will directly focus on NGSSS and Big Ideas.	Myers, Sari	8/17/2015	2016 FCAT, Winter Diagnostics, Performance assessments - FSQ's and USA's	6/2/2016 daily

Palm Beach - 0011 - Hidden Oaks Elementary School - 2015-16 SIP

Hidden Oaks Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Work with students to increase knowledge of science concepts through using hands-on experiences including the Flying Classroom and the Outdoor Classroom.	Kramer, Michele	8/17/2015	FCAT, STEM Journals	6/2/2016 biweekly
G3.B2.S1.A1	Professional development will be provided by colleagues and district-level employees.	Myers, Sari	8/17/2015	Improvement in student achievement which can be seen through data.	6/2/2016 monthly
G3.B3.S1.A1	Teachers will model STEM strategies through project and problem based lessons. Students will also experience connections to STEM from community	Myers, Sari	8/17/2015	Students' products and solutions will show understanding of STEM strategies through lessons.	6/2/2016 monthly
G3.B3.S2.A1	Professional development will be provided on how to create and implement project and problem based lessons utilizing STEM strategies.	Myers, Sari	8/17/2015	Agendas, Sign-in sheets, Lesson plans showing implementation	6/2/2016 monthly
G3.B3.S3.A1	STEM and STEAM hands-on night will be provided	Myers, Sari	8/17/2015	Parent attendance, surveys, and evaluations.	6/2/2016 semiannually
G1.B1.S1.A2	Professional development will be provided to teachers that lack experience RRR assessments and K-8 Continuum	Myers, Sari	8/17/2015	RRR assessment books	6/2/2016 one-time
G2.B1.S2.A2	Work with students that are identified in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.	Hoffman, Stacey	8/17/2015	Weekly student progress assessments. Tier instruction data sheets	6/2/2016 daily
G1.MA1	RRR assessment books, FSAA, classroom data, district assessments	Myers, Sari	8/17/2015	RRR assessment books, FSAA, classroom data, district assessments	6/2/2016 biweekly
G1.B1.S1.MA1	Student performance on district and state assessments	Myers, Sari	8/17/2015	Student performance data, EDW, RRR assessment books	6/2/2016 monthly
G1.B1.S1.MA1	iObservation will include monitoring of RRR	Myers, Sari	8/17/2015	RRR assessments books	6/2/2016 triannually
G2.MA1	Common Mini Assessments, Diagnostics, FSA	Myers, Sari	8/17/2015	Student performance on assessments	6/2/2016 annually
G2.B1.S1.MA1	District, classroom, and tutorial data will be collected as well as attendance.	Kramer, Michele	8/17/2015	student data, lesson plans, and attendance	6/2/2016 monthly
G2.B1.S1.MA1	District and classroom data will be analyzed to monitor student progress.	Kramer, Michele	8/17/2015	Tutorial data reports, lesson plans, and student attendance	6/2/2016 weekly
G2.B2.S1.MA1	Student performance on FSA and classroom and district assessments.	Myers, Sari	8/17/2015	Student performance data	6/2/2016 monthly
G2.B2.S1.MA1	EDW will include monitoring of RRR	Myers, Sari	8/17/2015	RRR assessment books	6/2/2016 triannually
G2.B4.S1.MA1	The teachers will review fidelity of homework assignments and review assessments.	Myers, Sari	8/17/2015	Student work samples	6/2/2016 daily
G2.B4.S1.MA1	Parent Attendance, Surveys, and Evaluations	Myers, Sari	8/17/2015	Teachers will review fidelity of homework assignments and review assessments	6/2/2016 one-time
G2.B5.S1.MA1	Teachers will analyze Palm Beach Performance Assessment and classroom assessment data.	Myers, Sari	8/17/2015	Student work samples and assessments	6/2/2016 monthly
G2.B5.S1.MA1	Palm Beach Performance Assessment and classroom assessment data will be analyzed at LTM meetings by grade level teachers	Myers, Sari	8/17/2015	Palm Beach Performance Assessment and classroom assessment data	6/2/2016 monthly
G2.B1.S2.MA1	Monitoring after 8 weeks of intervention to see if students met goals	Hoffman, Stacey	8/17/2015	Student progress reports of weekly data collection. School Based Meeting at at 8 weeks to discuss intervention and	6/2/2016 weekly

Palm Beach - 0011 - Hidden Oaks Elementary School - 2015-16 SIP

Hidden Oaks Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				student progress. Intervention will be changed as needed.	
G2.B1.S2.MA3	Monitoring RRR, classroom and district assessments to see if ESOL students are making progress	Marcinkoski, Stacey	8/17/2014	Current student data	6/2/2015 daily
G2.B1.S2.MA4	Monitoring LLI along with RRR to see if SAI students are making progress	Balliet, Dawn	8/17/2014	LLI (RRR) data	6/2/2015 weekly
G2.B1.S2.MA1	Weekly student monitoring assessments	Hoffman, Stacey	8/17/2014	Monitor weekly progress monitor of identified students.	6/2/2015 weekly
G2.B2.S2.MA1	Feedback will be provided based on PD, Leadership and PD will meet and plan appropriate trainings based on feedback	Myers, Sari	8/17/2015	Meeting Notes, Feedback forms	6/2/2016 monthly
G2.B2.S2.MA1	Professional Development committee and leadership team will determine needs and PD Teacher will schedule meetings with individual teachers, attend LTM's, and Plan and provide faculty PD.	Myers, Sari	8/17/2015	Evidence of meeting notes with individual teachers, Agendas and Notes of meetings,	6/2/2016 triannually
G2.B4.S2.MA1	Parent Involvement survey results	Myers, Sari	8/17/2015	Teacher and Parent Feedback	6/3/2016 one-time
G2.B4.S2.MA1	Teachers will be responsible for monitoring the agendas daily	Myers, Sari	8/17/2015	Classroom visits	6/3/2016 one-time
G2.B4.S3.MA1	Tenmark data will be monitored, incentives will be given for usage, Student progress will be reviewed and celebrated.	Bushouse, Michelle	10/1/2015	Reports will be collected and monitored through Tenmarks	6/2/2016 triannually
G2.B4.S3.MA1	Tenmarks data will be monitored to view utilization of program and student performance	Bushouse, Michelle	8/17/2015	Data reports will be collected and reviewed	6/2/2016 triannually
G3.MA1	Science Journals, Performance assessments, Diagnostics, Evaluations, Projects	Myers, Sari	8/17/2015	School and District provided student achievement data, vertical planning comparing journals, assessments, lesson plans, and NGSS Standards	6/2/2016 biweekly
G3.B1.S1.MA1	Knowledge of scientific processes and NGSSS practices will be assessed formally and informally.	Myers, Sari	8/17/2015	School and District provided student achievement data, summative assessments (FCAT, products, USA's), formative assessments (FSQ's and Diagnostics)	6/2/2016 monthly
G3.B1.S1.MA1	NGSSS and Big Idea Lessons and Activities	Myers, Sari	8/17/2015	Utilizing journals, students will be able to show practice and proof of explicit instruction and hands-on activities related to NGSSS and Big Ideas. Lesson Plans will also reflect activities conducted in classrooms. Primary Science Ideas will be utilized in Primary grades.	6/2/2016 daily
G3.B2.S1.MA1	Data from performance assessments, Diagnostics, Utilization of science journals, Projects	Myers, Sari	8/17/2015	Performance assessments, science journals, Diagnostics, FCAT, projects	6/2/2016 monthly
G3.B2.S1.MA1	Lesson Plans showing implementation of Professional Development	Myers, Sari	8/17/2015	Lesson plans, student achievement data, sign-in sheets	6/2/2016 monthly
G3.B3.S1.MA1	Knowledge of scientific processes and STEM strategies will be assessed formally and informally.	Myers, Sari	8/17/2015	Student products and problem solutions, STEM journals	6/2/2016 monthly
G3.B3.S1.MA1	Lesson plans for each Big Idea will include project or problem based lessons.	Myers, Sari	8/17/2015	Administrative observations and checking of lesson plans	6/2/2016 weekly
G3.B1.S2.MA1	Knowledge and scientific processes and NGSSS practices will be assessed formally and informally.	Myers, Sari	8/17/2015	School and District provided student achievement data, STEM journals, products	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	NGSSS and Big Idea Lessons and Activities	Myers, Sari	8/17/2015	Utilizing journals, students will be able to show practice and proof of explicit instruction and hands-on activities related to NGSSS and Big Ideas. Lesson Plans will also reflect activities conducted in lab.	6/2/2016 biweekly
G3.B3.S2.MA1	Knowledge of scientific processes and STEM strategies will be assessed formally and informally.	Myers, Sari	8/17/2015	Student products and solutions, lesson plans	6/2/2016 monthly
G3.B3.S2.MA1	STEM Practice Experiences	Myers, Sari	8/17/2015	Utilizing STEM journals to document STEM strategies, completed student products and solutions, lesson plans	6/2/2016 monthly
G3.B3.S3.MA1	Closing evaluations and surveys will be given to parents and students at the end of the training	Myers, Sari	8/17/2015	Evaluations and surveys	6/2/2016 semiannually
G3.B3.S3.MA1	STEM and STEAM experiences will be provided to parents during training	Myers, Sari	8/17/2015	Attendance by students and parents, surveys, and evaluations	6/2/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If our school successfully implements the suggested SIP strategies, then students in grades 3-5 will meet or exceed proficiency during the 2016 Reading, Writing, and Math portions of the FSA, Access 2.0, and FSAA.

G2.B2 The anticipated barrier is new staff and teachers lack experience with RRR assessments, collaborative planning, K-8 Continuum, and Reading Workshop.

G2.B2.S1 Teachers will receive professional development in RRR assessments and K-8 continuum, and Reading workshop

PD Opportunity 1

Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.

Facilitator

Stacey Hoffman

Participants

PD Committee and audience teachers

Schedule

On 6/2/2016

G2.B2.S2 Hire a .5 PD Teacher to assist teachers with progress monitoring and research based interventions to assist students in the classroom.

PD Opportunity 1

.5 PD Teacher will work with teachers to provide professional development in reading.

Facilitator

Stacey Hoffman

Participants

Teachers

Schedule

Weekly, from 8/17/2015 to 6/1/2016

G2.B4 The anticipated barrier is parents need assistance with implementing new mathematical strategies at home.

G2.B4.S1 Provide training to parents to teach them the mathematical strategies in order for them to properly assist their child at home.

PD Opportunity 1

Teachers will provide training to parents in mathematics strategies.

Facilitator

Michele Kramer

Participants

PD Committee and parents

Schedule

On 6/2/2016

G2.B5 The anticipated barrier is that students have insufficient foundational skills in writing across all content areas.

G2.B5.S1 Teachers will receive professional development in writing through all subject areas of the Florida Standards.

PD Opportunity 1

Provide professional development in writing to teachers.

Facilitator

Michele Kramer

Participants

Teachers

Schedule

Triannually, from 8/17/2015 to 6/2/2016

G3. If our school successfully implements the suggested SIP strategies, then the fifth grade students will meet or exceed proficiency during the 2016 Science portion of FCAT and FSAA..

G3.B1 The anticipated barrier is the lack of student knowledge and practice with the NGSSS concepts which inhibits the students' academics.

G3.B1.S1 Within the classroom, STEM Lab, and additional science resources, teachers will provide explicit instruction and conduct at least one hands-on activity related to each Big Idea.

PD Opportunity 1

By utilizing the Hawk's Eye Science and ARM's binders, Blender and training materials from the district and University of Florida, teachers will directly focus on NGSSS and Big Ideas.

Facilitator

PD Team, STEM Lab Teacher, district and University of Florida trainers

Participants

K-5 Classroom Teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

G3.B2 The anticipated barrier is that teachers need a deeper understanding of NGSSS content.

G3.B2.S1 Teachers will receive professional development in-house and on the district level.

PD Opportunity 1

Professional development will be provided by colleagues and district-level employees.

Facilitator

Alicia Foy, Michele Kramer, Katherine Berkley

Participants

Science Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G3.B3 The anticipated barrier is that students and teachers need a deeper understanding of STEM strategies.

G3.B3.S2 Teachers will receive professional development in-house and through district trainings.

PD Opportunity 1

Professional development will be provided on how to create and implement project and problem based lessons utilizing STEM strategies.

Facilitator

Michele Kramer, Alicia Foy, Katherine Berkley

Participants

K-5 Math and Science Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If our school successfully implements the suggested SIP strategies, then students in grades 3-5 will meet or exceed proficiency during the 2016 Reading, Writing, and Math portions of the FSA, Access 2.0, and FSAA.

G2.B1 The anticipated barrier is students are lacking the skills and strategies as well as the ability to respond critically to literature to perform at proficiency.

G2.B1.S1 Implement a tutorial program targeting students that have scored below grade level proficiency on Reading FSA and Reading Diagnostic tests.

PD Opportunity 1

Students will be selected according to data and entered into a tutorial program and the computer lab program. Strategic tutorial groups will be based on student needs.

Facilitator

Michele Kramer

Participants

tutorial program leader

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G2.B1.S2 Utilize a .5 Rtl resource teacher, SAI, and ELL teachers to work with targeted students that are below proficiency in Reading and are in the process of receiving Reading interventions.

PD Opportunity 1

Work with teachers to identify students that are in need of Rtl, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Facilitator

Stacey Hoffman

Participants

All teachers

Schedule

Weekly, from 8/17/2014 to 6/2/2015

PD Opportunity 2

Work with students that are identified in need of Rtl, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Facilitator

Stacey Hoffman

Participants

Identified Students

Schedule

Daily, from 8/17/2015 to 6/2/2016

G2.B4 The anticipated barrier is parents need assistance with implementing new mathematical strategies at home.

G2.B4.S3 Purchase Tenmarks Math Computer program for students to use at school and at home.

PD Opportunity 1

Implement Tenmarks Math program in grades 3-5

Facilitator

Kate Berkley

Participants

Teachers

Schedule

On 6/2/2016

Budget

Budget Data

Budget Data						
1	G1.B1.S1.A1	Professional development will be provided to teachers that lack experience RRR assessments and K-8 Continuum				\$0.00
2	G1.B1.S1.A2	Professional development will be provided to teachers that lack experience RRR assessments and K-8 Continuum				\$0.00
3	G2.B1.S1.A1	Students will be selected according to data and entered into a tutorial program and the computer lab program. Strategic tutorial groups will be based on student needs.				\$4,992.28
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$4,992.28
<i>Notes: HATS Tutorial, Hawks Learning College and benefits</i>						
4	G2.B1.S2.A1	Work with teachers to identify students that are in need of Rtl, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.				\$0.00
5	G2.B1.S2.A2	Work with students that are identified in need of Rtl, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.				\$35,382.87
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Hidden Oaks Elementary School			\$2,878.87
<i>Notes: Reading and Writing Workshop supplies, Chart paper , post it notes, books, journals, pens</i>						
			0011 - Hidden Oaks Elementary School			\$0.00
			0011 - Hidden Oaks Elementary School	Title I Part A		\$32,504.00
<i>Notes: .5 Rtl Resource Teacher</i>						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$0.00
<i>Notes: Retirement and Benefits for Rtl Resource Teacher</i>						
6	G2.B2.S1.A1	Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.				\$0.00
7	G2.B2.S2.A1	.5 PD Teacher will work with teachers to provide professional development in reading.				\$36,158.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Hidden Oaks Elementary School			\$32,504.00
<i>Notes: .5 PD Teacher</i>						
			0011 - Hidden Oaks Elementary School			\$665.76
<i>Notes: PD Subs</i>						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$2,988.69
<i>Notes: PD Collegial Planning Professional Development</i>						
8	G2.B4.S1.A1	Teachers will provide training to parents in mathematics strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0011 - Hidden Oaks Elementary School			\$0.00
9	G2.B4.S2.A1	Purchase agendas to support parent communication at home.				\$2,832.89
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	341018-SUPPLIES - OFFICE - CONSUMABLE	0011 - Hidden Oaks Elementary School	Title I Part A		\$2,832.89
<i>Notes: Student agendas</i>						
10	G2.B4.S3.A1	Implement Tenmarks Math program in grades 3-5				\$4,235.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0011 - Hidden Oaks Elementary School	Title I Part A		\$4,235.00
<i>Notes: Tenmarks Math Computer program</i>						
11	G2.B5.S1.A1	Provide professional development in writing to teachers.				\$0.00
12	G3.B1.S1.A1	By utilizing the Hawk's Eye Science and ARM's binders, Blender and training materials from the district and University of Florida, teachers will directly focus on NGSSS and Big Ideas.				\$0.00
13	G3.B1.S2.A1	Work with students to increase knowledge of science concepts through using hands-on experiences including the Flying Classroom and the Outdoor Classroom.				\$35,847.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	131302-CONTRACTS WITH EDUCATIONAL INSTITUTIONS	0011 - Hidden Oaks Elementary School	Title I Part A		\$3,000.00
<i>Notes: Flying Classroom License</i>						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$32,504.00
<i>Notes: Salary for .5 Science Teacher</i>						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$343.50
<i>Notes: Substitute Teachers for .5 Science Resource Teacher</i>						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$0.00
<i>Notes: Benefits for Science Resource Teacher</i>						
			0011 - Hidden Oaks Elementary School	Title I Part A		\$0.00
<i>Notes: Retirement for .5 Science Resource Teacher</i>						

Budget Data						
14	G3.B2.S1.A1	Professional development will be provided by colleagues and district-level employees.				\$0.00
15	G3.B3.S1.A1	Teachers will model STEM strategies through project and problem based lessons. Students will also experience connections to STEM from community				\$0.00
16	G3.B3.S2.A1	Professional development will be provided on how to create and implement project and problem based lessons utilizing STEM strategies.				\$0.00
17	G3.B3.S3.A1	STEM and STEAM hands-on night will be provided				\$844.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150		0011 - Hidden Oaks Elementary School	Title I Part A		\$844.00
			<i>Notes: Parent Involvement Events</i>			
					Total:	\$120,292.99