

The School District of Palm Beach County

Hidden Oaks K 8



2016-17 Schoolwide Improvement Plan

Hidden Oaks K 8

7685 S MILITARY TRL, Lake Worth, FL 33463

<https://hok8.palmbeachschools.org/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	B	B

**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 was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hidden Oaks K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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. 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. Students can also earn Cafeteria Cash as an incentive when following the cafeteria expectations.

c. 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 to 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 reach the monthly point goal will receive a reward. Students earn Cafeteria Cash during lunch where students' names that are chosen receive a spirit stick. Students can also earn a spirit stick when their names are chosen for our Hawk Dollars and Bus Bucks. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	21	16	18	18	16	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	23	28	27	51	40	44	0	0	0	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	46	56	28	0	0	0	0	0	0	0	130

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	8	6	37	32	25	0	0	0	0	0	0	0	114

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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, such as our STEAM nights and Literacy events. We have also partnered with other high schools to help support students and families in all content areas.

2. 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. 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, Curriculum Night, High Flying Hawks Awards, STEAM Nights, Family Gardening Days, and Monthly Summer Library Nights.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Myers, Sari	Principal
Bushouse, Michelle	Assistant Principal
Warren, Shannon	Teacher, ESE
Kramer, Michele	Teacher, K-12
Finn, Pamela	Other
Rowe, Stacey	Teacher, K-12
Francis, Cherise	Teacher, K-12

b. Duties

1. 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 RtI 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.

2. 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, Guidance Counselor, School Psychologist, School Nurse, Speech Language Pathologist, ESOL Resource Teacher and ESE Contact. The team meets weekly on Tuesday to address MTSS And RtI.

Part C - Migrant

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

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 II provides 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sari Myers	Principal
Kevin Cameron	Parent
Monique Coyle	Teacher
Michele Kramer	Teacher
Gyneathia Andrews	Parent
Danielle Fernandes	Parent
Karla Wasson	Teacher
Michelle Bushouse	Student
Jonathon Coyle	Parent
Casey Wilbanks	Parent
Karen Brown	Parent
Janyn Robinson	Parent
Michelle Bushouse	Business/Community
Roberta Desouza Rivera	Education Support Employee
Karen Brown	Parent
Mariela Vargas	Parent

b. Duties

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

a. 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.

b. 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 and assists with funding.

c. 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.

2. 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.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Myers, Sari	Principal
Verbiest, Dana	Teacher, K-12
Rowe, Stacey	Teacher, K-12
Seibert, Claudine	Teacher, K-12
Smith, Marie	Teacher, K-12
Sotelo, Lorraine	Teacher, K-12
Balliet, Dawn	Teacher, K-12
Harrington, Greg	Teacher, K-12
Benson, Jessica	Teacher, K-12
Levine, Kimberly	Teacher, K-12
Green, Jhanique	Teacher, K-12
Strackman, Alissa	Teacher, ESE
Rizzo, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 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.

D. Public and Collaborative Teaching

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

1. 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. Professional Learning Communities meetings occur 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.

2. 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.

3. 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, Michele Kramer and Heather Zapf. 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 eighteen first year teachers in the program. Zuleika Acevedo Ayala is a new ASD teacher this year to our school and district. She is currently being mentored by Mrs. Strackmann. Mrs Strackman is an experienced ASD teacher who is Clinical Ed Certified. Stephanie Tiberio is a new Kindergarten teacher. She is being mentored by Dawn Balliet who has experience in teaching Kindergarten and is Clinical Ed. Certified. Alyssa Brooks, Jessica Weiss, Lauren Parrotta, and Salisha

Williams are new third grade teachers. They are being mentored by Lorraine Sotelo, Michele Kramer, and Katherine Berkley. These three mentors have experience teaching third grade and are Clinical Ed. Certified. Jenna Lindgren and Kaitlin Hennessey are new fourth grade teachers and are being mentored by Uzma Ahmed who is currently a fourth grade teacher. Lauren McKeever is a new Speech and Language Pathologist to Hidden Oaks. Jhanique Green, Jennifer Rizzo, Brandi Radaker, Melissa Schaeffer, Mihelle Gottlieb, Kimberly Levine, Erika Irizarry, Jennifer Medici, Jessica Cusumano, and Heather Zapf 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 and personalized based on this data.

b. Instructional Strategies

1. 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 weekly Professional Learning Communities 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 and personalized 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).

2. 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: Before School Program

Minutes added to school year: 3,600

Students will be given the opportunity to receive additional support in the morning in the computer labs.

Strategy Rationale

Students will show an increase in academic performance.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Myers, Sari, sari.myers@palmbeachschools.org

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

Data will be collected by classroom teachers. After the data is desegregated, classroom teachers will choose students to attend morning computer labs for additional support.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we promote hands-on, real world experiences at our STEAM choice school, along with our community partnerships, then we can ensure high school readiness and foster post-graduate success.
- G2.** If we provide effective and standards based personalized instruction to meet the needs of all students, then we can increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we promote hands-on, real world experiences at our STEAM choice school, along with our community partnerships, then we can ensure high school readiness and foster post-graduate success. 1a

G083758

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0
FSA Mathematics Achievement	63.0

Targeted Barriers to Achieving the Goal 3

- Focused and personalized professional development
- Lack of content knowledge
- Building community partnerships

Resources Available to Help Reduce or Eliminate the Barriers 2

- Choice professional development opportunities
- Primary Science Ideas/The Flying Classroom
- Liaisons between the school and community to build partnerships
- STEAM Lab
- STEAM Workshop
- STEAM Vertical Planning
- Outdoor Classroom
- Prime Time Curriculum used by the After-School Care

Plan to Monitor Progress Toward G1. 8

Assessment data from FSQ's, USA's, Diagnostic assessments, FCAT 2.0, etc.

Person Responsible

Sari Myers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Various assessment data, STEAM journals, observations

G2. If we provide effective and standards based personalized instruction to meet the needs of all students, then we can increase reading on grade level by 3rd grade. 1a

G083759

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	69.0
FSA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional development in administering reading assessments (RRR and iReady).
- Lack of professional development in using reading assessment data to guide instruction.
- Early identification of at risk students and recommendations to School Based Team.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development in reading assessments.
- Intervention resources to be used with students based on personal needs.
- Primary Science Ideas/Sunshine State Readers

Plan to Monitor Progress Toward G2. 8

Reading Diagnostics and FSA Reading scores

Person Responsible

Michelle Bushouse

Schedule

On 5/31/2017

Evidence of Completion

Student achievement data, observations

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 we promote hands-on, real world experiences at our STEAM choice school, along with our community partnerships, then we can ensure high school readiness and foster post-graduate success. **1**

 G083758

G1.B1 Focused and personalized professional development **2**

 B222429

G1.B1.S1 Create a teacher survey that provides options to select the areas that they need for professional growth. **4**

 S234717

Strategy Rationale

The survey provides personalized professional development for teachers.

Action Step 1 **5**

The Professional Development Committee will develop a survey that will be conducted by teachers to determine professional growth.

Person Responsible

Sari Myers

Schedule

On 6/2/2017

Evidence of Completion

Survey Results

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

The survey results will determine professional development provided.

Person Responsible

Michele Kramer

Schedule

On 6/2/2017

Evidence of Completion

Survey results, PDD agendas, Implementation assignments

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

Data will be collected to monitor implementation of professional development

Person Responsible

Sari Myers

Schedule

Monthly, from 9/1/2016 to 6/2/2017


Evidence of Completion

Lesson plans, Assessment data

G1.B2 Lack of content knowledge **2**

 B222430

G1.B2.S1 Professional development on content mapping to deepen teacher's knowledge of content. **4**

 S234718

Strategy Rationale

Teachers need to increase their background knowledge to effectively teach the standards.

Action Step 1 **5**

Teachers will learn how to create concept maps in order to effectively plan for instruction.

Person Responsible

Sari Myers

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Unit concept maps

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Teachers will implement the content of the concept maps in their lesson plans.

Person Responsible

Sari Myers

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Concept maps, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student knowledge will reflect the standards being implemented by the teacher.

Person Responsible

Sari Myers

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Student assessment, STEAM journals, observations (formal and informal)

G1.B3 Building community partnerships 2

 B222431

G1.B3.S1 The Hidden Oaks community will form relationships with STEAM focused schools and local businesses. 4

 S234719

Strategy Rationale

This will expose and build students' interests in a variety of STEAM opportunities throughout high school and beyond.

Action Step 1 5

The Hidden Oaks community will enlist schools and businesses to collaborate to expand the parameters of STEAM instruction.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Volunteer hours, agendas, flyers

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

A calendar of events/clubs/activities with established partners.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly calendar describing events/clubs/activities

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Through partnerships students knowledge of STEAM will transfer into all learning environments.

Person Responsible

Sari Myers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student evidence that depicts deepened knowledge of content gained through community partnerships.

G2. If we provide effective and standards based personalized instruction to meet the needs of all students, then we can increase reading on grade level by 3rd grade. **1**

 G083759

G2.B1 Lack of professional development in administering reading assessments (RRR and iReady). **2**

 B222432

G2.B1.S1 Determine the training level of each teacher on reading assessments. **4**

 S234720

Strategy Rationale

RRR data, iReady data, and FSA data do not show that a student is consistently on grade level.

Action Step 1 **5**

Have teachers attend professional development for reading assessments.

Person Responsible

Sari Myers

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teachers will have a better understanding of how to administer various reading assessments.

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

A sampling of reading assessments will be reviewed

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

If reading assessments are administered with fidelity, then reading assessments will be scored uniformly across the school.

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

Check to see that reading data aligns across multiple reading assessments.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Reading data aligns for each student across multiple reading assessments throughout the school year.

G2.B2 Lack of professional development in using reading assessment data to guide instruction. 2

 B222433

G2.B2.S1 Professional development in analyzing reading assessment data and determining the next steps for individual student instruction. 4

 S234721

Strategy Rationale

RRR data, iReady data, and FSA data show students are not consistently on grade level.

Action Step 1 5

Professional Development for teachers on analyzing multiple types of reading assessment data to direct personalized instruction.

Person Responsible

Sari Myers

Schedule

Annually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teachers will use data from multiple reading assessments to teach students in guided reading groups, strategy groups, personalized conferences, and iii. This data will also be used to direct instruction for deliberate interventions through School Based Team.

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

Compare teachers' strategy group and guided reading lessons to their reading assessment data.

Person Responsible

Sari Myers

Schedule

Every 6 Weeks, from 9/1/2016 to 5/31/2017

Evidence of Completion

Strategy group and guided reading lessons will coincide with the data from reading assessments.

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

Review reading assessment reports to see that students are making gains over time.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students will make reading gains over the course of the school year.

G2.B3 Early identification of at risk students and recommendations to School Based Team. 2 B222434**G2.B3.S1** Develop a monitoring system beginning in Kindergarten to track the reading progress throughout all grade levels. 4 S234722**Strategy Rationale**

Discrepancies between data and number of School Based Team referrals does not match.

Action Step 1 5

Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.

Action Step 2 5

Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.

Action Step 3 5

Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.

Action Step 4 5

Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.

Action Step 5 5

Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The monitoring system will be shared with administration and each grade level there after.

Person Responsible

Sari Myers

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Students that have been identified as being significantly below grade level will be referred to the School Based Team process.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Compare monitoring system data sheets with the students in (or referred to) School Based Team.

Person Responsible

Cherise Francis

Schedule










Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

The number of students that are significantly below grade level will match up with the number of students in (or referred to) School Based Team.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA1 M306882	Reading Diagnostics and FSA Reading scores	Bushouse, Michelle	9/1/2016	Student achievement data, observations	5/31/2017 one-time
G2.B1.S1.MA1 M306876	Check to see that reading data aligns across multiple reading assessments.	Myers, Sari	9/1/2016	Reading data aligns for each student across multiple reading assessments throughout the school year.	5/31/2017 triannually
G2.B1.S1.MA1 M306877	A sampling of reading assessments will be reviewed	Myers, Sari	9/1/2016	If reading assessments are administered with fidelity, then reading assessments will be scored uniformly across the school.	5/31/2017 triannually
G2.B1.S1.A1 A302254	Have teachers attend professional development for reading assessments.	Myers, Sari	9/1/2016	Teachers will have a better understanding of how to administer various reading assessments.	5/31/2017 annually
G2.B2.S1.MA1 M306878	Review reading assessment reports to see that students are making gains over time.	Myers, Sari	9/1/2016	Students will make reading gains over the course of the school year.	5/31/2017 triannually
G2.B2.S1.MA1 M306879	Compare teachers' strategy group and guided reading lessons to their reading assessment data.	Myers, Sari	9/1/2016	Strategy group and guided reading lessons will coincide with the data from reading assessments.	5/31/2017 every-6-weeks
G2.B2.S1.A1 A302255	Professional Development for teachers on analyzing multiple types of reading assessment data to...	Myers, Sari	9/1/2016	Teachers will use data from multiple reading assessments to teach students in guided reading groups, strategy groups, personalized conferences, and iii. This data will also be used to direct instruction for deliberate interventions through School Based Team.	5/31/2017 annually
G2.B3.S1.MA1 M306880	Compare monitoring system data sheets with the students in (or referred to) School Based Team.	Francis, Cherise	9/1/2016	The number of students that are significantly below grade level will match up with the number of students in (or referred to) School Based Team.	5/31/2017 triannually
G2.B3.S1.MA1 M306881	The monitoring system will be shared with administration and each grade level there after.	Myers, Sari	9/1/2016	Students that have been identified as being significantly below grade level will be referred to the School Based Team process.	5/31/2017 triannually
G2.B3.S1.A1 A302256	Develop a monitoring system for students to track progress in reading containing data from a...	Myers, Sari	9/1/2016	We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.	5/31/2017 triannually
G2.B3.S1.A2 A302257	Develop a monitoring system for students to track progress in reading containing data from a...	Myers, Sari	9/1/2016	We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.	5/31/2017 triannually
G2.B3.S1.A3 A302258	Develop a monitoring system for students to track progress in reading containing data from a...	Myers, Sari	9/1/2016	We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.	5/31/2017 triannually
G2.B3.S1.A4 A302259	Develop a monitoring system for students to track progress in reading containing data from a...	Myers, Sari	9/1/2016	We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.	5/31/2017 triannually
G2.B3.S1.A5 A302260	Develop a monitoring system for students to track progress in reading containing data from a...	Myers, Sari	9/1/2016	We will be able to see a student's progress over time and determine if they are on grade level or need to be referred to School Based Team.	5/31/2017 triannually
G1.MA1 M306875	Assessment data from FSQ's, USA's, Diagnostic assessments, FCAT 2.0, etc.	Myers, Sari	8/15/2016	Various assessment data, STEAM journals, observations	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M306869	Data will be collected to monitor implementation of professional development	Myers, Sari	9/1/2016	Lesson plans, Assessment data	6/2/2017 monthly
G1.B1.S1.MA1  M306870	The survey results will determine professional development provided.	Kramer, Michele	9/1/2016	Survey results, PDD agendas, Implementation assignments	6/2/2017 one-time
G1.B1.S1.A1  A302251	The Professional Development Committee will develop a survey that will be conducted by teachers to...	Myers, Sari	9/1/2016	Survey Results	6/2/2017 one-time
G1.B2.S1.MA1  M306871	Student knowledge will reflect the standards being implemented by the teacher.	Myers, Sari	8/15/2016	Student assessment, STEAM journals, observations (formal and informal)	6/2/2017 weekly
G1.B2.S1.MA1  M306872	Teachers will implement the content of the concept maps in their lesson plans.	Myers, Sari	9/1/2016	Concept maps, lesson plans	6/2/2017 biweekly
G1.B2.S1.A1  A302252	Teachers will learn how to create concept maps in order to effectively plan for instruction.	Myers, Sari	9/1/2016	Unit concept maps	6/2/2017 monthly
G1.B3.S1.MA1  M306873	Through partnerships students knowledge of STEAM will transfer into all learning environments.	Myers, Sari	8/15/2016	Student evidence that depicts deepened knowledge of content gained through community partnerships.	6/2/2017 monthly
G1.B3.S1.MA1  M306874	A calendar of events/clubs/activities with established partners.	Myers, Sari	8/15/2016	Monthly calendar describing events/ clubs/activities	6/2/2017 monthly
G1.B3.S1.A1  A302253	The Hidden Oaks community will enlist schools and businesses to collaborate to expand the...	Myers, Sari	8/15/2016	Volunteer hours, agendas, flyers	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we promote hands-on, real world experiences at our STEAM choice school, along with our community partnerships, then we can ensure high school readiness and foster post-graduate success.

G1.B1 Focused and personalized professional development

G1.B1.S1 Create a teacher survey that provides options to select the areas that they need for professional growth.

PD Opportunity 1

The Professional Development Committee will develop a survey that will be conducted by teachers to determine professional growth.

Facilitator

Michele Kramer

Participants

All instructional staff

Schedule

On 6/2/2017

G1.B2 Lack of content knowledge

G1.B2.S1 Professional development on content mapping to deepen teacher's knowledge of content.

PD Opportunity 1

Teachers will learn how to create concept maps in order to effectively plan for instruction.

Facilitator

Michele Kramer, Nancy Romance

Participants

All instructional staff

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G2. If we provide effective and standards based personalized instruction to meet the needs of all students, then we can increase reading on grade level by 3rd grade.

G2.B1 Lack of professional development in administering reading assessments (RRR and iReady).

G2.B1.S1 Determine the training level of each teacher on reading assessments.

PD Opportunity 1

Have teachers attend professional development for reading assessments.

Facilitator

Michele Kramer

Participants

All teachers

Schedule

Annually, from 9/1/2016 to 5/31/2017

G2.B2 Lack of professional development in using reading assessment data to guide instruction.

G2.B2.S1 Professional development in analyzing reading assessment data and determining the next steps for individual student instruction.

PD Opportunity 1

Professional Development for teachers on analyzing multiple types of reading assessment data to direct personalized instruction.

Facilitator

Michele Kramer

Participants

All Teachers

Schedule

Annually, from 9/1/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Professional Development Committee will develop a survey that will be conducted by teachers to determine professional growth.				\$0.00
2	G1.B2.S1.A1	Teachers will learn how to create concept maps in order to effectively plan for instruction.				\$1,995.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1200	510-Supplies	0011 - Hidden Oaks K 8	Other		\$1,995.00
			Notes: The Flying Classroom being purchased the School Advisory Council			
3	G1.B3.S1.A1	The Hidden Oaks community will enlist schools and businesses to collaborate to expand the parameters of STEAM instruction.				\$275.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3473	510-Supplies	0011 - Hidden Oaks K 8	Other		\$275.00
			Notes: Prime-Time Curriculum being used by SACC			
4	G2.B1.S1.A1	Have teachers attend professional development for reading assessments.				\$0.00
5	G2.B2.S1.A1	Professional Development for teachers on analyzing multiple types of reading assessment data to direct personalized instruction.				\$0.00
6	G2.B3.S1.A1	Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.				\$0.00
7	G2.B3.S1.A2	Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.				\$0.00
8	G2.B3.S1.A3	Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.				\$0.00
9	G2.B3.S1.A4	Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.				\$0.00
10	G2.B3.S1.A5	Develop a monitoring system for students to track progress in reading containing data from a variety of reading assessments.				\$0.00
Total:						\$2,270.00