

Orange County Public Schools

Hidden Oaks Elementary



2016-17 Schoolwide Improvement Plan

Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

<https://hiddenoaks.es.ocps.net/>

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)
Elementary School PK-5	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	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 is pending approval by the Orange 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 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 Elementary

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.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

Teachers begin the school year building and establishing relationships with students and building a sense of community within the classroom. The teacher engages students in activities that foster group cohesion and help students practice social and academic skills (for example, teaching students the OAKS Attitude, creating classroom rules, and playing games that reinforce social or academic skills). The school participates in activities that promote good citizenship and cultural events such as Hispanic History month and Black History month.

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

Hidden Oaks Elementary School is an open campus with secure fencing and gates. In order to create an environment where students feel safe and respected, before, during and after school, we have implemented many safety procedures. Students are provided morning and afternoon care through the YMCA Program. When students arrive on campus at 8:15 am, safety patrols are monitoring the hallways along with adult supervision. Safety patrols and adults also monitor the halls until 3:20 pm in the afternoon. All classroom doors are locked throughout the day, as well as all gates.

Arrival:

- Parents are requested to drop students off at the gates.
- Gates are locked at 9:00 am and remain locked until dismissal.
- All visitors/guests will use the main gate entrance during the school day.
- All visitors/guests are required to sign in and have a name badge.

Dismissal:

- Gates are unlocked at 2:50 pm.
- Parents are requested to wait at the gates for their child(ren).
- Parents are not allowed to go to the classrooms to pick up their child(ren).

All car riders are required to have a car rider tag in the front windshield of the car. For those cars that do not display a car tag in the window, teachers are not allowed to release the child(ren). The parent must park their car and go to the main office with identification.

Another safety measure is the visibility of administrative staff throughout the school day with particular emphasis at the beginning and end of the day. During arrival and dismissal, the Principal circulates throughout the campus. In addition, members of the leadership team, as well as other personnel, are assigned to monitor the hallways during these high traffic periods.

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.

Hidden Oaks Elementary School has adopted the "OAKS Attitude" for the school-wide behavioral system.

O-On Task

A-Achieving Goals

K-Kind and Respectful

S-Safe Choices

Teachers review the OAKS Attitude with students at the beginning of the year and classrooms follow the OAKS Attitude to keep students engaged during instructional time. In addition, the OAKS Attitude has been clearly defined for behavior in the cafeteria and in the hallways. Videos have been recorded and shown to students to demonstrate examples and non-examples of the OAKS Attitude. Each month, an exemplary student from each classroom is chosen for the OAKS Award, and is presented the award by the principal and participates in a special activity for the month.

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.

Hidden Oaks Elementary School ensures the social-emotional needs of all students are being met through monthly guidance lessons provided by our guidance counselor on topics including but not limited to bullying, internet safety, personal space and stranger danger. The guidance counselor also schedules group and individual counseling based on the needs of the students. She provides families with additional resources to outside agencies when necessary.

Hidden Oaks Elementary School has a partnership with Vista Church. This collaboration allows us to meet students' needs through the Kid's Hope Mentoring program and provides families with clothing and food on an on-going basis.

In addition, Hidden Oaks Elementary School has partnered with The Foundation to provide Read 2 Succeed Mentors to students who are struggling academically. Teachers have developed a process for identifying high risk students. Mentors meet with identified students weekly to read books and assist students with academic tasks.

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.

Hidden Oaks monitors and tracks students progress through several means:

- Student Progress Monitoring of academics through the MTSS process
- Attendance and Tardies: When 5 or more occur, a letter is sent home to the parents
- Two or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	8	18	17	14	7	10	0	0	0	0	0	0	0	74
One or more suspensions	1	3	1	4	3	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	19	24	17	27	24	27	0	0	0	0	0	0	0	138
Level 1 on statewide assessment	0	0	0	17	22	15	0	0	0	0	0	0	0	54

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	4	9	7	22	20	14	0	0	0	0	0	0	0	76

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

Teachers and the leadership team meet weekly in a PLC setting to discuss academic data, intervention data and student progress. Parent-teacher conferences are held throughout the year and student progress is communicated with parents. Teachers provide strategies to parents for ways to assist students at home. When a student has been identified as needing intervention through the MTSS process, the MTSS Coach along with the teacher, guidance counselor, school psychologist, social worker and parent meet to discuss the specific early warning indicators that have been flagged for that student. The team works to create a plan through the MTSS process and/or child study team to address the concerns, steps to remedy the early warning indicators and timeline for monitoring. Support and interventions are based on student growth using the MTSS process to follow student progress through graphs and a data matrix.

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

Hidden Oaks Elementary School works to build positive relationships with families. Beginning of the year activities such as Meet Your Teacher, Open House and special events such as Book Fair, Literacy Night, Chorus concerts and PTA events are scheduled in order to build relationships with families and to increase involvement. SAC and MPLC meetings are also held monthly to share critical school information with families.

Hidden Oaks provides several avenues to communicate to parents such as Connect Orange phone messages, Connect Orange e-mails, the Hidden Oaks website, weekly newsletter, Facebook page, as well as the school's marquee and flyers. Student academic progress is provided to parents on a

regular basis through progress reports, report cards, report card conferences and regular parent-teacher conferences. Parents can also use Progress-book on-line to access grades at anytime.

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.

Hidden Oaks is working to revitalize the Partners in Education program, by acknowledging how local businesses collaborating with the school to share resources, both in people and materials, will foster growth in our students and better prepare them for the future. The school has been building relationships in the community with local businesses to expand opportunities for collaboration.

Hidden Oaks strives to prepare our students for college and career readiness. When businesses take part in the education of our students, they help strengthen the work force of the future. The Partners in Education program is vital in helping our community and school work to cultivate growth together.

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
Holmes, Kenisha	Principal
Fulbright, Kathleen	Instructional Coach
Oyler, Sally	School Counselor
Peck, Shelby	Instructional Coach
Peedin, Tawny	Instructional Coach
Koziara, Barbara	Instructional Coach
Hurtado-Perez, Yolanda	Instructional Coach
Elfreth, Laura	Instructional Media
King, Reginald	
Pares, Christine	Instructional Coach

b. Duties

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

- Kenisha Holmes, Principal
- Kathleen Fulbright, Curriculum Resource Teacher /Data Coach
- Yolanda Hurtado-Perez, Staffing Specialist
- Shelby Peck, Compliance Teacher/MTSS Coach
- Reginald King, Behavior Specialist
- Sally Oyler, Guidance Counselor
- Christine Pares, STEM Coach
- Barbara Koziara, Primary ELA Coach
- Tawny Peedin, Intermediate ELA COach
- Laura Elfreth, Media Specialist

Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise. The principal oversees the total school operation. The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions.

Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments, MAP, FLKRS and IREADY data which describe the students gap or problem. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.

MTSS members monitor the progress of staff development and student progress through weekly PLC meetings that are driven by student data. Ongoing development and expectations of the MTSS process are cultivated during the weekly 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.

The Principal will meet with the School Advisory Council(SAC) to provide an overview of MTSS and the implementation plan for Hidden Oaks Elementary School in order to help develop the school improvement plan (SIP) for the next school year. The Principal will provide data on Tier 1, 2, and 3 targets, academic and social/emotional areas that need to be addressed; discuss expectations for instruction, including, Florida State Standards(FSS) and the use of Marzano elements/strategies to increase the effectiveness and rigor of instruction.

School-wide data room is used to track student progress throughout the school year and instructional coaches have created an instructional focus calendar (IFC) to drive the time frame for teaching required standards.

Florida's Continuous Improvement Model (FCIM) 8 step process will guide our decisions related to implementing interventions for students based on their needs. PLC meetings will be held 2 days a week to support the teachers' understanding and use of the FCIM process and intentional lesson planning with the guidance of the school principal, school psychologist and the leadership team. The Plan, Do, Check, Act (PDCA) cycle will be used to direct our plan of action.

Supplemental Academic Instruction (SAI) funds will be used to support our before and after school tutoring program. The program coordinator will perform the duties of hiring staff as tutors and

identifying students using FSA, IREADY and CELLA data to target all subgroups. Funds will be used to pay for the tutors' service and consumable materials for student use.

Title X Homeless is coordinated by our school registrar and our school guidance counselor. Together, they identify and provide Hidden Oaks' homeless population with afforded rights. Upon registration, the families are identified by the school registrar and then referred to the guidance counselor for follow up with the needs of the family. The Registrar will inquire about the need for school supplies, etc. We often keep these students in mind for our small food pantry, etc. We provide clothing when appropriate, offer tutoring if they qualify. We keep a list to identify them for Thanksgiving and Christmas support. We request a variety of services from the homeless department, such as funds for a field trip, a gas card for the parent to be able to attend a family night, bus passes when appropriate, and extra support for the students at school, when needed. Brochures are provided to the parents listing resources in the area.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kenisha Holmes	Principal
Yolanda Hurtado	Teacher
Maria Cruz	Education Support Employee
Christine Colon	Business/Community
Kate Fulbright	Teacher
Mercy Quiles	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

Hidden Oaks Elementary school improvement plan focused on two goals; to increase the percentage of students who are performing at or above grade level in reading, and to improve teachers understanding of the instructional framework. 2015-2016 FSA data indicated that we increased by 18 percentage points in the number of students reading at or above grade level. 2015-2016 OBSERVATION data indicate that the percentage of teachers who received a rating of applying increased by 12%, the average teacher instructional practice score increased from 2.55 to 2.75.

b. Development of this school improvement plan

The plan was developed with input from all stakeholders. Information was derived from the ADVANCED parent survey. Grade level teachers also collaborated with their designated leadership support representative to review data and develop goals based on the data. The School Advisory Council meets monthly to review goals and progress toward goals. As data from assessments are generated and disaggregated, members of the SAC discuss ways to continue to make progress through the use of the staff and community members. SAC members review the current and/or most recent assessment data from the Florida Standards Assessment and Common Assessment data. Generation of ideas for improvement in each academic content area will be discussed. School Effectiveness survey will be generated by SAC annually to determine additional areas of improvement based on staff, student and parent input.

c. Preparation of the school's annual budget and plan

The principal convenes a budget committee comprised of instructional and classified staff as well as members from the SAC, PTA and MPLC committees. The initial meeting is to discuss the Hidden Oaks budget and provide an overview. Discussion ensues as to how any additional funds may be used (i.e. purchase of materials, technology, instructional coaches). A second meeting is convened to report on the finalized budget.

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

The school improvement funds were discussed and it was decided to use these funds towards the purchase of technology for teachers to use during instruction. Last year, Hidden Oaks Elementary School purchased SMART boards for all grade level classrooms.

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.

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
Holmes, Kenisha	Principal
Fulbright, Kathleen	Instructional Coach
Koziara, Barbara	Instructional Coach
Peedin, Tawny	Instructional Coach
Elfreth, Laura	Instructional Technology

b. Duties

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

Each member of the LLT attends professional development provided by the county and provides the information and input during ELA lesson planning on a weekly basis.

The team encourages teachers to incorporate the use of instructional technology into literacy instruction. The Media Specialist will support classroom teachers and students through the use of the computer lab. This will result in an increase in student knowledge on technology use to support projects and incorporation of Florida English Language Arts Standards.

In addition to the focus on literacy instruction, the LLT will host a Literacy Night.

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.

Teachers are provided on-going professional development in the areas of the Florida Standards, Deconstructing Standards, Intentional Lesson Planning, Marzano's Art and Science of Teaching, Deliberate Practice and Data Analysis. In addition, grade level professional learning communities meet 3 days a week with a leadership team facilitator to develop rigorous lesson plans aligned with the Florida standards and incorporate Marzano strategies.

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

Hidden Oaks has developed a mentorship program to provide new teachers with an established teacher at the school to provide assistance and mentorship throughout the year. Mentors meet with mentees at least once a month or as often as needed. Specialized staff development for new and inexperienced teachers is provided on an ongoing basis. The school leadership team also maintains an effective network within the school system to recruit effective teachers.

In addition the school principal along with selected leadership team members attends yearly teacher recruiting events provided by the district.

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

The purpose of the mentoring program is to achieve growth in all academic areas while increasing teacher knowledge to promote student gains. The rationale for the pairings is to provide the new teacher with a teacher who has vast experience in teaching, who also stays current and is a learning leader. The new teacher will be strategically placed with an experienced teacher. They will meet bi-weekly with the mentee to discuss research based strategies, observe experienced teachers implementing strategies, create and review lesson plans, and assisting in determining professional development opportunities on best practices.

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.

Grade level Professional Learning Communities (PLCs) meet weekly to develop lesson plans. The PLCs have been provided with the resources to intentionally plan for instruction. Planning sessions are overseen by a member of the leadership team. Teachers utilize the district's scope and sequence along with the Florida standards to plan. The learning targets within the standards are identified and resources/materials are discussed. Teachers use state-approved and district adopted resource materials (Journey's Reading and Go Math). Based on review of the learning targets and curriculum, teachers determine if additional resources are needed to meet the standards.

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.

Grade level Data PLCs occur on a bi-weekly basis with the Principal to monitor grade level data, as well as to disaggregate and analyze the trends in data to inform instructional decisions. General

academic instruction and support is designed and differentiated for all students.

When individual students demonstrate on-going learning deficits, teachers meet with the MTSS team to get recommendations to provide a more focused, targeted instruction/intervention based on the student's individual deficits in addition to and aligned with the core curriculum and instruction. This level of support is intensified when data demonstrates that the student is continuing to struggle.

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: Extended School Day

Minutes added to school year: 2,640

Reading and Math tutoring is available twice per week for 1.5 hrs. for students in grades 3-5 . These students are selected based upon data from multiple sources. This program will run from August 22nd - March 17th.

Strategy Rationale

To provide students with additional, small group standards based instruction in the area (s) where deficiencies have been identified.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Holmes, Kenisha, kenisha.holmes@ocps.net

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

Classroom Assessment data will be used to track effectiveness of the tutoring program. If students are not making incremental gains, additional strategies, resources will be discussed and implemented through the MTSS process.

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.

In May/June we will provide an orientation/meeting for parents with children that may enter Orange County Public Schools Pre-K or Kindergarten programs. Neighboring child care programs and pre-school programs will be targeted to promote the event through the use of invitations/flyers. In addition, we have a partnership with Liberty Middle School where we host collaborative information sessions for parents to help with student transition to middle school.

Summer introductions in late July will be scheduled for the students and families to meet the administrative and Kindergarten staff. Kindergarten staff will also administer assessments to determine readiness skills of the upcoming Kindergarten students at this time.

Campus tours can be scheduled during the months of June, July and August with the parents and students upon completion of the registration process.

Promotion of the Kindergarten Round Up will be implemented as prescribed by Orange County Public Schools in April.

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.

Hidden Oaks Elementary School has established relationships with local businesses in the community. Representatives from these businesses are asked to volunteer their time to come to the school and discuss their careers in a Teach-In type setting. This year, the school will continue to focus on bringing in representatives from STEM careers to talk to students about job opportunities within the STEM fields.

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

n/a

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

Hidden Oaks has endeavored to make many real-world connections for students during daily instruction. Teachers provide students opportunities to engage in Model Eliciting Activities (MEAs) during math and science instruction where students are provided a real-life problem scenario and must devise a solution and plan for implementation. A STEM Science Fair will be held in the Spring, designed to help students make connections between what they have learned in the classroom and the real world. In addition, the school has a STEM lab where they will create a STEM project each 9 weeks.

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.

n/a

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.** To ensure students are prepared for college and career readiness, we will increase the percentage of our lowest 25% and ELL students who make learning gains in reading and math as measured by performance on the 2016-2017 Florida Standards Assessment (FSA).

- G2.** To accelerate student performance, teachers will increase their knowledge of the instructional framework by intentionally planning with companion elements and the use of the HESS cognitive rigor matrix.

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. To ensure students are prepared for college and career readiness, we will increase the percentage of our lowest 25% and ELL students who make learning gains in reading and math as measured by performance on the 2016-2017 Florida Standards Assessment (FSA). 1a

G084163

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	63.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Second language learners have high language needs and require additional support in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Specific budget line item to purchase materials to use during intervention/enrichment.
- Use of Bilingual paraprofessional to support Non-English speaking students with language acquisition.
- Designated primary and intermediate reading coach to support teachers with resources and professional development opportunities.
- Intentional planning of grade level teachers to determine needs of our ELL and lowest 25% of students
- Once a week after school bi-lingual support for Non-English speaking students.

Plan to Monitor Progress Toward G1. 8

Formative and Summative assessments and IREADY data.

Person Responsible

Kenisha Holmes

Schedule

Biweekly, from 9/15/2016 to 4/28/2017

Evidence of Completion

School-wide data collection tool

G2. To accelerate student performance, teachers will increase their knowledge of the instructional framework by intentionally planning with companion elements and the use of the HESS cognitive rigor matrix. 1a

G084164

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	55.0
Math Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of companion elements to increase cognitive complexity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning time
- Lesson plan facilitation two times a week
- Bi-weekly professional development
- Weekly data PLC meetings
- Lesson plan template
- Becoming a Reflective Teacher
- OBSERVATION
- PDS on-line
- IMS curriculum resources
- CPALMS
- Houghton Mifflin/Harcourt curriculum for Reading and Math
- Marzano's Art and Science of Teaching
- Hess Cognitive Rigor Matrix and DOK levels

Plan to Monitor Progress Toward G2. 8

Formative and Summative Assessments, MAP, IREADY

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

IOBSERAVTION reports, lesson plans and PLC observation

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. To ensure students are prepared for college and career readiness, we will increase the percentage of our lowest 25% and ELL students who make learning gains in reading and math as measured by performance on the 2016-2017 Florida Standards Assessment (FSA). 1

G084163

G1.B2 Second language learners have high language needs and require additional support in the classroom. 2

B223645

G1.B2.S1 Instructional Coaches and Bilingual paraprofessional will provide support for ELL and Lowest 25% in the classroom during small group instruction , as well as during intervention and enrichment. 4

S235979

Strategy Rationale

To provide more intensive and individualized support.

Action Step 1 5

Instructional Coaches and Bi-lingual paraprofessional will provide intense small group instruction for a targeted group of students in grades 3-5.

Person Responsible

Kenisha Holmes

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Formative , Summative and IREADY data

Action Step 2 5

Selected students in grades 3-5 will be provided before and after school tutoring.

Person Responsible

Tawny Peedin

Schedule

Weekly, from 8/23/2016 to 3/16/2017

Evidence of Completion

Formative, Summative and IREADY data, attendance sheets

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

Bi-weekly data meetings

Person Responsible

Kenisha Holmes

Schedule

Biweekly, from 9/15/2016 to 4/20/2017

Evidence of Completion

Lesson plans, Formative , Summative and IREADY data

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

Grade level common assessments and IREADY data

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 9/15/2016 to 4/27/2017

Evidence of Completion

PLC planning forms for intervention/enrichment will be uploaded to sharepoint.

G2. To accelerate student performance, teachers will increase their knowledge of the instructional framework by intentionally planning with companion elements and the use of the HESS cognitive rigor matrix. **1**

 G084164

G2.B1 Teachers understanding of companion elements to increase cognitive complexity. **2**

 B223646

G2.B1.S1 Instructional Coaches will work with teachers during their grade level planning to align lesson sequence with the appropriate companion elements to ensure teachers are increasing complexity throughout unit plans. **4**

 S235980

Strategy Rationale

To help teachers align the instructional framework and standards.

Action Step 1 **5**

On-going professional development on the Seven Principles of the Instructional Core.

Person Responsible

Kenisha Holmes

Schedule

Biweekly, from 9/7/2016 to 5/17/2017

Evidence of Completion

Sign in sheets, lesson plans, instructional rounds

Action Step 2 **5**

Review daily lesson sequence with unit plans for rigorous instruction based on standards and DOK levels.

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson plan and IOBSERVATION feedback

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

Meet with teachers during weekly PLC meetings to provide lesson plan feedback .

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson plans , IOBSERVATION , classroom walkthroughs, PLC notes

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

Meet with teachers bi-weekly during data PLC to discuss student progression.

Person Responsible

Kenisha Holmes











Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Review daily lesson sequence within lesson plans for rigorous instruction based on standard and identified DOK within standard.

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					
G1.B2.S1.A2  A304381	Selected students in grades 3-5 will be provided before and after school tutoring.	Peedin, Tawny	8/23/2016	Formative, Summative and IREADY data, attendance sheets	3/16/2017 weekly
G1.B2.S1.MA1  M309950	Bi-weekly data meetings	Holmes, Kenisha	9/15/2016	Lesson plans, Formative , Summative and IREADY data	4/20/2017 biweekly
G1.B2.S1.MA1  M309949	Grade level common assessments and IREADY data	Holmes, Kenisha	9/15/2016	PLC planning forms for intervention/ enrichment will be uploaded to sharepoint.	4/27/2017 weekly
G1.MA1  M309951	Formative and Summative assessments and IREADY data.	Holmes, Kenisha	9/15/2016	School-wide data collection tool	4/28/2017 biweekly
G2.B1.S1.A1  A304382	On-going professional development on the Seven Principles of the Instructional Core.	Holmes, Kenisha	9/7/2016	Sign in sheets, lesson plans, instructional rounds	5/17/2017 biweekly
G2.MA1  M309958	Formative and Summative Assessments, MAP, IREADY	Holmes, Kenisha	8/22/2016	IOBSERAVTION reports, lesson plans and PLC observation	5/22/2017 weekly
G2.B1.S1.MA1  M309952	Meet with teachers bi-weekly during data PLC to discuss student progression.	Holmes, Kenisha	8/22/2016	Review daily lesson sequence within lesson plans for rigorous instruction based on standard and identified DOK within standard.	5/22/2017 weekly
G2.B1.S1.MA1  M309953	Meet with teachers during weekly PLC meetings to provide lesson plan feedback .	Holmes, Kenisha	8/22/2016	Lesson plans , IOBSERVATION , classroom walkthroughs, PLC notes	5/22/2017 weekly
G2.B1.S1.A2  A304383	Review daily lesson sequence with unit plans for rigorous instruction based on standards and DOK...	Holmes, Kenisha	8/22/2016	Lesson plan and IOBSERVATION feedback	5/22/2017 weekly
G1.B2.S1.A1  A304380	Instructional Coaches and Bi-lingual paraprofessional will provide intense small group instruction...	Holmes, Kenisha	8/29/2016	Formative , Summative and IREADY data	6/2/2017 daily

V. Professional Development Opportunities

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

G1. To ensure students are prepared for college and career readiness, we will increase the percentage of our lowest 25% and ELL students who make learning gains in reading and math as measured by performance on the 2016-2017 Florida Standards Assessment (FSA).

G1.B2 Second language learners have high language needs and require additional support in the classroom.

G1.B2.S1 Instructional Coaches and Bilingual paraprofessional will provide support for ELL and Lowest 25% in the classroom during small group instruction , as well as during intervention and enrichment.

PD Opportunity 1

Instructional Coaches and Bi-lingual paraprofessional will provide intense small group instruction for a targeted group of students in grades 3-5.

Facilitator

Shelby Peck

Participants

K-5 classroom teachers

Schedule

Daily, from 8/29/2016 to 6/2/2017

G2. To accelerate student performance, teachers will increase their knowledge of the instructional framework by intentionally planning with companion elements and the use of the HESS cognitive rigor matrix.

G2.B1 Teachers understanding of companion elements to increase cognitive complexity.

G2.B1.S1 Instructional Coaches will work with teachers during their grade level planning to align lesson sequence with the appropriate companion elements to ensure teachers are increasing complexity throughout unit plans.

PD Opportunity 1

On-going professional development on the Seven Principles of the Instructional Core.

Facilitator

Kathleen Fulbright, CRT

Participants

K-5 Teachers

Schedule

Biweekly, from 9/7/2016 to 5/17/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Instructional Coaches and Bi-lingual paraprofessional will provide intense small group instruction for a targeted group of students in grades 3-5.				\$0.00
2	G1.B2.S1.A2	Selected students in grades 3-5 will be provided before and after school tutoring.				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	100-Salaries	1461 - Hidden Oaks Elementary	General Fund		\$17,000.00
			<i>Notes: Teacher salaries and materials</i>			
3	G2.B1.S1.A1	On-going professional development on the Seven Principles of the Instructional Core.				\$0.00
4	G2.B1.S1.A2	Review daily lesson sequence with unit plans for rigorous instruction based on standards and DOK levels.				\$0.00
					Total:	\$17,000.00