

# Hidden Oaks K 8



# 2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 11/1/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	37
Technical Assistance Items	40
<b>Appendix 3: Budget to Support Goals</b>	<b>40</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Hidden Oaks K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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. This year we will be hosting a Multicultural Fall Festival showcasing many countries around the world. 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.

Within the goals of Single School Culture in regards to climate, we create an emotional atmosphere where fairness, openness, friendliness, and sense of welcoming to the school. A positive atmosphere is created where students, families, and staff feel safe.

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

Hidden Oaks integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and Teaching Expected Behaviors, communicating with parents, and monitoring SwPBS.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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. 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 2017, our school was awarded with Gold 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP 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 Nights, High Flying Hawks Awards, 6th grade Honor Roll, STEAM Nights, Family Gardening Days, and Monthly Summer Library Nights.

## C. Effective Leadership

### 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
Jennings, Dale	Teacher, K-12
Balliet, Dawn	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 Thursday 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
Michele Kramer	Teacher
Gyneathia Andrews	Parent
Danielle Fernandes	Education Support Employee
Casey Wilbanks	Parent
Karen Brown	Parent
Michelle Bushouse	Business/Community
Jennifer Gonzalez	Education Support Employee
Roxanne Hosein	Business/Community
TJ Graybell	Parent
Tyler Goverman	Business/Community
Gavin Gordon	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

SAC mets 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
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
Benson, Jessica	Teacher, K-12
Levine, Kimberly	Teacher, K-12
Strackman, Alissa	Teacher, ESE
Kaduck, Victoria	Teacher, K-12
Neise, Christie	Teacher, K-12
Morales, Erica	Teacher, K-12
Capre, Crystal	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. During the summer, students are encouraged to attend our Summer Library Nights. The LLT sponsors a Barnes and Noble book event twice a year. 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. S. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The

master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. 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 Dale Jennings. 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.

# **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.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery

through a variety of means.

- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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, we will increase our math and science proficiency, which will promote middle school, high school, and college and career readiness.
- 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, we will increase our math and science proficiency, which will promote middle school, high school, and college and career readiness.

1a

G094956

### Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	62.0
FSA Mathematics Achievement	62.0

### Targeted Barriers to Achieving the Goal 3

- Focused and personalized professional development
- Lack of content knowledge
- Meeting the full intent of the standards for math and science
- Lack of academic vocabulary
- Full implementation of district mandated time for iReady

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development provided by the district STEAM team
- Primary Science Ideas
- STEAM Vertical Planning
- STEAM Leadership Committee collaborating with district STEAM team
- Outdoor Classroom
- iReady
- Grade level sets of non-fiction texts
- South area academic scope and sequence

### Plan to Monitor Progress Toward G1. 8

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

#### Person Responsible

Michelle Bushouse

#### Schedule

Weekly, from 9/5/2017 to 6/1/2018

#### Evidence of Completion

Student achievement 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**

 G094957

### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	55.0

### 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.
- Explicitly teaching standards and monitoring student mastery of the standards.

### 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
- District Staff support at PLCs
- District Staff providing PDs
- District Staff modeling for and observing teachers
- Calibrating RRR PD
- Fountas and Pinnell Word Work implementation emphasized in K-2
- LLI

### Plan to Monitor Progress Toward G2. **8**

Reading Diagnostics and FSA Reading scores

#### Person Responsible

Michelle Bushouse

#### Schedule

On 6/1/2018

#### 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, we will increase our math and science proficiency, which will promote middle school, high school, and college and career readiness. **1**

 G094956

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

 B255513

**G1.B1.S1** Professional Learning Community leaders were trained by district staff on how to effectively facilitate PLC meetings **4**

 S270029

### Strategy Rationale

In order to assist teachers in utilizing standards and data to effectively drive instruction.

### Action Step 1 **5**

Designated PLC times with ample time to discuss data and standards

#### Person Responsible

Michelle Bushouse

#### Schedule

Weekly, from 9/5/2017 to 6/1/2018

#### Evidence of Completion

Student data will reflect impact of PLC discussions

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

Administration is actively involved in PLC Meetings

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

PLC Meeting Notes, Student data, Lesson plans

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

Data will be collected and reviewed to monitor implementation of professional development

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, Assessment data

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

 B255514

**G1.B2.S1 Professional development on how to create STEAM lessons based on grade level standards.**

4

 S270031

**Strategy Rationale**

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

**Action Step 1** 5

District STEAM team will provide professional development on how to create STEAM lessons based on grade level standards

**Person Responsible**

Michelle Bushouse

**Schedule**

Monthly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, PD meeting notes, observations

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

Teachers will implement STEAM lessons based on grade level standards after receiving professional development

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, PD Meeting notes

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

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

### Person Responsible

Michelle Bushouse

### Schedule

Daily, from 9/5/2017 to 6/1/2018

### Evidence of Completion

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

## G1.B3 Meeting the full intent of the standards for math and science 2

 B255515

**G1.B3.S1** Following the PLC cycle of planning, implementing, and then looking at results to analyze standard alignment. 4

 S270032

### Strategy Rationale

Lesson plans aligned with standards will show higher proficiency levels in math and science.

## Action Step 1 5

Following the PLC cycle with built in checks for proper implementation of standards within the lesson

### Person Responsible

Michelle Bushouse

### Schedule

Biweekly, from 9/5/2017 to 6/1/2018

### Evidence of Completion

Student achievement data, Lesson plans, Observations



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

Student content knowledge will reflect the standards based on the lesson provided.

**Person Responsible**

Michelle Bushouse

**Schedule**

Daily, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Student achievement data, STEAM journals, observations

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

Student data will reflect mastery of standards

**Person Responsible**


Michelle Bushouse

**Schedule**

Daily, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Student achievement data, Student observations, Student work

**G1.B4 Lack of academic vocabulary** 2 B255516

**G1.B4.S1** Teachers consistently use academic vocabulary in lessons including differentiated lessons, academic vocabulary is on word walls with visuals and translated when available, and specific STEAM stations with a focus on academic vocabulary. 4

 S270033**Strategy Rationale**

Continuous exposure to high rigor of academic vocabulary will increase proficiency in math and science.

**Action Step 1** 5

Activities that provide students opportunities to work on and apply use of academic vocabulary.

**Person Responsible**

Michelle Bushouse

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, student work, and observations

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Activities will be implemented in the classroom that provide students opportunities to work on and apply use of academic vocabulary.

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, student work, and observations.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Teachers will provide activities including hands on activities that provide students opportunities to work on and apply use of academic vocabulary.

**Person Responsible**


Michelle Bushouse

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Lesson plans, observations, and student work.

**G1.B5** Full implementation of district mandated time for iReady 2 B255517

**G1.B5.S1** 30 minutes of dedicated time each week for iReady while teachers are attending PLC meetings. 4

 S270034**Strategy Rationale**

To assure learning gains on iReady and meet the 45 minutes of mandated time on iReady weekly.

**Action Step 1** 5

Fine Arts teachers will facilitate iReady time in classrooms while teachers attend PLC meetings.

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

**Evidence of Completion**

iReady reports will indicate that students are meeting the 45 minutes of iReady time.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Students will have 30 minutes of iReady time facilitated by Fine Arts teachers while homeroom teachers attend PLC meetings.

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

iReady reports will show student usage and gains.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

iReady will be used with students while teachers attend PLC meetings.

**Person Responsible**

Michelle Bushouse

**Schedule**

Monthly, from 9/5/2017 to 6/1/2018


***Evidence of Completion***

iReady reports will indicate that students are using iReady for the district mandated 45 minutes each week.

**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**

 G094957

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

 B255518

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

 S270035

### 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 8/14/2017 to 6/1/2018

#### 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 at PLC with administration.

#### Person Responsible

Sari Myers

#### Schedule

Triannually, from 8/14/2017 to 6/1/2018

#### 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 in PLC meetings.

### Person Responsible

Sari Myers

### Schedule

Triannually, from 8/14/2017 to 6/1/2018

### 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

 B255519

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

 S270036

### Strategy Rationale

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

## Action Step 1 5

Curriculum Meetings, PLCs, planning meetings, and PDs will focus on analyzing reading assessment data

### Person Responsible

Sari Myers

### Schedule

Weekly, from 8/14/2017 to 6/1/2018

### 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 during PLC meetings and planning meetings.

**Person Responsible**

Sari Myers

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***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 during PLC meetings.

**Person Responsible**

Sari Myers

**Schedule**

Triannually, from 8/14/2017 to 6/1/2018

***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** B255520**G2.B3.S1** Develop a monitoring system beginning in Kindergarten to track the reading progress throughout all grade levels. **4** S270037**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 7/17/2017 to 6/1/2018

***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 9/1/2017 to 6/1/2018

***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**

Michele Kramer

**Schedule**

Triannually, from 9/1/2017 to 6/1/2018

***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.

**G2.B4** Explicitly teaching standards and monitoring student mastery of the standards. **2** B255521**G2.B4.S1** Utilizing PLC meetings and the PLC cycle to planning standard based instruction, analyzing data and differentiating instruction to meet student instructional needs. **4** S270038**Strategy Rationale**

If we continue to monitor standard based instruction based on data, we will increase reading proficiency.

**Action Step 1** **5**

PLC meetings will occur weekly

**Person Responsible**

Michelle Bushouse

**Schedule**

Weekly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Agendas, Classroom walk-throughs, planning meetings, lesson plans, assessment data

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

Review of student data

**Person Responsible**

Michelle Bushouse

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Student assessment data

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

PLC meetings, data chats with teams, data chats with individual teachers and students

**Person Responsible**

Michelle Bushouse

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Student data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B3.S1.A2 A361201	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 A361202	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 A361203	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 A361204	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 M385868	Assessment data from FSQ's, USA's, Diagnostic assessments, FCAT 2.0, FSA's etc.	Bushouse, Michelle	9/5/2017	Student achievement data, STEAM journals, observations	6/1/2018 weekly
G2.MA1 M385877	Reading Diagnostics and FSA Reading scores	Bushouse, Michelle	8/14/2017	Student achievement data, observations	6/1/2018 one-time
G1.B1.S1.MA1 M385858	Data will be collected and reviewed to monitor implementation of professional development	Bushouse, Michelle	9/5/2017	Lesson plans, Assessment data	6/1/2018 weekly
G1.B1.S1.MA1 M385859	Administration is actively involved in PLC Meetings	Bushouse, Michelle	9/5/2017	PLC Meeting Notes, Student data, Lesson plans	6/1/2018 weekly
G1.B1.S1.A1 A361193	Designated PLC times with ample time to discuss data and standards	Bushouse, Michelle	9/5/2017	Student data will reflect impact of PLC discussions	6/1/2018 weekly
G1.B2.S1.MA1 M385860	Student knowledge will reflect the standards being implemented by the teacher.	Bushouse, Michelle	9/5/2017	Student assessment, STEAM journals, observations (formal and informal)	6/1/2018 daily
G1.B2.S1.MA1 M385861	Teachers will implement STEAM lessons based on grade level standards after receiving professional...	Bushouse, Michelle	9/5/2017	Lesson plans, PD Meeting notes	6/1/2018 weekly
G1.B2.S1.A1 A361194	District STEAM team will provide professional development on how to create STEAM lessons based on...	Bushouse, Michelle	9/5/2017	Lesson plans, PD meeting notes, observations	6/1/2018 monthly
G1.B3.S1.MA1 M385862	Student data will reflect mastery of standards	Bushouse, Michelle	9/5/2017	Student achievement data, Student observations, Student work	6/1/2018 daily
G1.B3.S1.MA1 M385863	Student content knowledge will reflect the standards based on the lesson provided.	Bushouse, Michelle	9/5/2017	Student achievement data, STEAM journals, observations	6/1/2018 daily
G1.B3.S1.A1 A361195	Following the PLC cycle with built in checks for proper implementation of standards within the...	Bushouse, Michelle	9/5/2017	Student achievement data, Lesson plans, Observations	6/1/2018 biweekly
G1.B4.S1.MA1 M385864	Teachers will provide activities including hands on activities that provide students opportunities...	Bushouse, Michelle	8/14/2017	Lesson plans, observations, and student work.	6/1/2018 weekly
G1.B4.S1.MA1 M385865	Activities will be implemented in the classroom that provide students opportunities to work on and...	Bushouse, Michelle	8/14/2017	Lesson plans, student work, and observations.	6/1/2018 weekly
G1.B4.S1.A1 A361196	Activities that provide students opportunities to work on and apply use of academic vocabulary.	Bushouse, Michelle	8/14/2017	Lesson plans, student work, and observations	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1 M385866	iReady will be used with students while teachers attend PLC meetings.	Bushouse, Michelle	9/5/2017	iReady reports will indicate that students are using iReady for the district mandated 45 minutes each week.	6/1/2018 monthly
G1.B5.S1.MA1 M385867	Students will have 30 minutes of iReady time facilitated by Fine Arts teachers while homeroom...	Bushouse, Michelle	9/5/2017	iReady reports will show student usage and gains.	6/1/2018 weekly
G1.B5.S1.A1 A361197	Fine Arts teachers will facilitate iReady time in classrooms while teachers attend PLC meetings.	Bushouse, Michelle	9/5/2017	iReady reports will indicate that students are meeting the 45 minutes of iReady time.	6/1/2018 weekly
G2.B1.S1.MA1 M385869	Check to see that reading data aligns across multiple reading assessments in PLC meetings.	Myers, Sari	8/14/2017	Reading data aligns for each student across multiple reading assessments throughout the school year.	6/1/2018 triannually
G2.B1.S1.MA1 M385870	A sampling of reading assessments will be reviewed at PLC with administration.	Myers, Sari	8/14/2017	If reading assessments are administered with fidelity, then reading assessments will be scored uniformly across the school.	6/1/2018 triannually
G2.B1.S1.A1 A361198	Have teachers attend professional development for reading assessments.	Myers, Sari	8/14/2017	Teachers will have a better understanding of how to administer various reading assessments.	6/1/2018 annually
G2.B2.S1.MA1 M385871	Review reading assessment reports to see that students are making gains over time during PLC...	Myers, Sari	8/14/2017	Students will make reading gains over the course of the school year.	6/1/2018 triannually
G2.B2.S1.MA1 M385872	Compare teachers' strategy group and guided reading lessons to their reading assessment data during...	Myers, Sari	8/14/2017	Strategy group and guided reading lessons will coincide with the data from reading assessments.	6/1/2018 weekly
G2.B2.S1.A1 A361199	Curriculum Meetings, PLCs, planning meetings, and PDs will focus on analyzing reading assessment...	Myers, Sari	8/14/2017	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.	6/1/2018 weekly
G2.B3.S1.MA1 M385873	Compare monitoring system data sheets with the students in (or referred to) School Based Team.	Kramer, Michele	9/1/2017	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.	6/1/2018 triannually
G2.B3.S1.MA1 M385874	The monitoring system will be shared with administration and each grade level there after.	Myers, Sari	9/1/2017	Students that have been identified as being significantly below grade level will be referred to the School Based Team process.	6/1/2018 triannually
G2.B3.S1.A1 A361200	Develop a monitoring system for students to track progress in reading containing data from a...	Myers, Sari	7/17/2017	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.	6/1/2018 triannually
G2.B4.S1.MA1 M385875	PLC meetings, data chats with teams, data chats with individual teachers and students	Bushouse, Michelle	9/4/2017	Student data	6/1/2018 monthly
G2.B4.S1.MA1 M385876	Review of student data	Bushouse, Michelle	9/4/2017	Student assessment data	6/1/2018 monthly
G2.B4.S1.A1 A361205	PLC meetings will occur weekly	Bushouse, Michelle	9/5/2017	Agendas, Classroom walk-throughs, planning meetings, lesson plans, assessment data	6/1/2018 weekly

## 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, we will increase our math and science proficiency, which will promote middle school, high school, and college and career readiness.

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

**G1.B1.S1** Professional Learning Community leaders were trained by district staff on how to effectively facilitate PLC meetings

#### **PD Opportunity 1**

Designated PLC times with ample time to discuss data and standards

##### **Facilitator**

PLC Team Leaders

##### **Participants**

All instructional staff

##### **Schedule**

Weekly, from 9/5/2017 to 6/1/2018

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

**G1.B2.S1** Professional development on how to create STEAM lessons based on grade level standards.

#### **PD Opportunity 1**

District STEAM team will provide professional development on how to create STEAM lessons based on grade level standards

##### **Facilitator**

District STEAM team

##### **Participants**

All instructional staff

##### **Schedule**

Monthly, from 9/5/2017 to 6/1/2018



**G1.B3** Meeting the full intent of the standards for math and science

**G1.B3.S1** Following the PLC cycle of planning, implementing, and then looking at results to analyze standard alignment.

**PD Opportunity 1**

Following the PLC cycle with built in checks for proper implementation of standards within the lesson

**Facilitator**

Michelle Bushouse, Sari Myers

**Participants**

All instructional staff

**Schedule**

Biweekly, from 9/5/2017 to 6/1/2018

**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 8/14/2017 to 6/1/2018

**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**

Curriculum Meetings, PLCs, planning meetings, and PDs will focus on analyzing reading assessment data

**Facilitator**

Michele Kramer

**Participants**

All Teachers

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

## VI. Technical Assistance Items

Technical Assistance 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, we will increase our math and science proficiency, which will promote middle school, high school, and college and career readiness.

**G1.B5** Full implementation of district mandated time for iReady

**G1.B5.S1** 30 minutes of dedicated time each week for iReady while teachers are attending PLC meetings.

### TA Opportunity 1

Fine Arts teachers will facilitate iReady time in classrooms while teachers attend PLC meetings.

#### Facilitator

Michelle Bushouse

#### Participants

All Teachers

#### Schedule

Weekly, from 9/5/2017 to 6/1/2018

## VII. Budget

1	G1.B1.S1.A1	Designated PLC times with ample time to discuss data and standards				\$0.00
2	G1.B2.S1.A1	District STEAM team will provide professional development on how to create STEAM lessons based on grade level standards				\$1,995.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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	Following the PLC cycle with built in checks for proper implementation of standards within the lesson				\$0.00
4	G1.B4.S1.A1	Activities that provide students opportunities to work on and apply use of academic vocabulary.				\$0.00
5	G1.B5.S1.A1	Fine Arts teachers will facilitate iReady time in classrooms while teachers attend PLC meetings.				\$0.00
6	G2.B1.S1.A1	Have teachers attend professional development for reading assessments.				\$0.00
7	G2.B2.S1.A1	Curriculum Meetings, PLCs, planning meetings, and PDs will focus on analyzing reading assessment data				\$0.00

8	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
9	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
10	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
11	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
12	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
13	G2.B4.S1.A1	PLC meetings will occur weekly	\$0.00
Total:			\$1,995.00