

Orange County Public Schools

Hidden Oaks Elementary



2019-20 Schoolwide Improvement Plan

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Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

<https://hiddenoakses.ocps.net/>

Demographics

Principal: Randall Longhouse

Start Date for this Principal: 9/29/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: C (51%) 2016-17: A (65%) 2015-16: C (50%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	A	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Holmes, Kenisha	Principal	Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to problem solve issues as they arise.
		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 with students who have 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 , FLKRS and IREADY data which describe the students gap or deficiency. 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 student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.
Fulbright, Kathleen	Instructional Coach	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, Curriculum Resource Teacher and Instructional

Name	Title	Job Duties and Responsibilities
		<p>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 , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p> <p>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.</p>
Oyler, Sally	School Counselor	<p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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 , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Peck, Shelby	Instructional Coach	<p>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.</p> <p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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 , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Peedin, Tawny	Instructional Coach	<p>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.</p> <p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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 , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Hurtado-Perez, Yolanda	Instructional Coach	<p>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.</p> <p>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.</p>

Name	Title	Job Duties and Responsibilities
		<p>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 , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
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Elfreth, Laura	Instructional Media	<p>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.</p> <p>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</p>

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		<p>needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
King, Reginald	Dean	<p>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.</p> <p>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 , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly</p>

Name	Title	Job Duties and Responsibilities
		<p>feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Pares, Christine	Instructional Coach	<p>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.</p> <p>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 , FLKRS and IREADY data which describe the students gap or deficiency. 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.</p> <p>MTSS members monitor student progress through weekly PLC meetings that</p>

Name	Title	Job Duties and Responsibilities
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are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	69	68	88	82	86	0	0	0	0	0	0	0	463
Attendance below 90 percent	15	16	10	19	13	14	0	0	0	0	0	0	0	87
One or more suspensions	2	0	0	1	1	11	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	1	2	0	7	4	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	18	17	20	0	0	0	0	0	0	0	55
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	5	6	11	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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	11	17	20	15	14	13	0	0	0	0	0	0	0	90
One or more suspensions	0	0	1	2	4	5	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	2	0	3	1	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	17	19	22	0	0	0	0	0	0	0	58

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	6	8	8	0	0	0	0	0	0	0	24

Prior Year - Updated

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	11	17	20	15	14	13	0	0	0	0	0	0	0	90
One or more suspensions	0	0	1	2	4	5	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	2	0	3	1	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	17	19	22	0	0	0	0	0	0	0	58

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	6	8	8	0	0	0	0	0	0	0	24

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	57%	57%	63%	54%	55%
ELA Learning Gains	62%	58%	58%	64%	58%	57%
ELA Lowest 25th Percentile	44%	52%	53%	70%	53%	52%
Math Achievement	71%	63%	63%	68%	61%	61%
Math Learning Gains	65%	61%	62%	69%	64%	61%
Math Lowest 25th Percentile	52%	48%	51%	55%	54%	51%
Science Achievement	70%	56%	53%	63%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	70 (0)	69 (0)	68 (0)	88 (0)	82 (0)	86 (0)	463 (0)
Attendance below 90 percent	15 (11)	16 (17)	10 (20)	19 (15)	13 (14)	14 (13)	87 (90)
One or more suspensions	2 (0)	0 (0)	0 (1)	1 (2)	1 (4)	11 (5)	15 (12)
Course failure in ELA or Math	0 (0)	1 (2)	2 (0)	0 (3)	7 (1)	4 (2)	14 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (17)	17 (19)	20 (22)	55 (58)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	55%	4%	58%	1%
	2018	56%	55%	1%	57%	-1%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	60%	57%	3%	58%	2%
	2018	55%	54%	1%	56%	-1%
Same Grade Comparison		5%				
Cohort Comparison		4%				
05	2019	57%	54%	3%	56%	1%
	2018	56%	55%	1%	55%	1%
Same Grade Comparison		1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	62%	9%	62%	9%
	2018	64%	61%	3%	62%	2%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	66%	63%	3%	64%	2%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	58%	57%	1%	60%	-2%
	2018	52%	59%	-7%	61%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	54%	9%	53%	10%
	2018	55%	53%	2%	55%	0%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	52	27	59	43	33	67				
ELL	52	54	50	65	65	53	57				
ASN	67	75		80	83						
BLK	63	69		72	46						
HSP	63	59	42	69	63	48	65				
WHT	71	59		66	64		75				
FRL	59	64	52	68	63	52	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	30	40	24	32		36				
ELL	41	39		47	29						
ASN	80			80							
BLK	59	60		53	60						
HSP	56	53	47	60	48	33	67				
WHT	68	63		57	43		45				
FRL	59	54	40	59	49	32	61				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	62	60	35	57		27				
ELL	44	64		44	64	50					
BLK	48	65		39	47		55				
HSP	62	65	68	69	72	63	55				
WHT	69	58		72	69		72				
FRL	61	63	62	66	68	50	49				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The school's lowest performing subgroup was lowest 25% in ELA. Many students in this group had large gaps in their vocabulary and basic reading abilities.

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

While none of our data components showed a decline, the area with the least improvement was 5th grade ELA with an increase of one percentage point. Some students struggled with the writing component and experienced gaps in foundational reading skills, contributing to low scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component which had the greatest gap when compared to the state was ELA lowest 25th percentile. Hidden Oaks's score was at 44% while the state was at 53% which is a difference of nine percentage points.

For grade level data, the data sub-component with the greatest gap when compared to the state average was 5th grade math (-2%). Many students had gaps in foundational mathematical skills as well as computation and received remediation in these areas throughout the year.

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

5th grade science scores showed the most improvement. 5th grade science instruction focused on science vocabulary and weekly experiments to make the science topics come to life for students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern, based on EWS data, remains our Students with Disabilities subgroup. While students in this category have shown marked improvement, our school has a high percentage of SWD students.

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

1. Lowest 25% in ELA
2. Students with Disabilities in all Learning Areas

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	CLOSE READING and Academic Discourse
Rationale	Teachers need support with understanding how to incorporate the close reading process within their instruction when lesson planning.
State the measurable outcome the school plans to achieve	Teachers will understand how to use academic discourse to support the writing process and plan for anticipated student responses when using the 5 core skills of academic discourse.
Person responsible for monitoring outcome	Kenisha Holmes (kenisha.holmes@ocps.net)
Evidence-based Strategy	The evidence based strategy that will be used is oral academic language development.
Rationale for Evidence-based Strategy	The rationale for this evidence based strategy is research shows that students need to engage in classroom talk which includes: language and literacy, thinking skills and content learning. Research published in the book "Academic Conversations" by Jeff Zwiers and Marie Crawford indicate that students who are engaged in academic talk are more likely able to evaluate facts, use those facts for meaningful problem solving as well have the ability to use critical thinking skills to build complex ideas.
Action Step	
Description	<ol style="list-style-type: none"> 1. DPLC team will provide on-going professional development on the close-reading process and academic discourse. (Ongoing by DPLC Team, Coaches, Admin) 2. Effectiveness will be monitored through lesson plan checks , professional development exit slips, informal and formal observations (Ongoing by Coaches, Admin.)
Person Responsible	Kenisha Holmes (kenisha.holmes@ocps.net)

#2	
Title	Culturally Responsive Instruction for our English Language Learners.
Rationale	Teachers don't understand the connection between Culturally Responsive Practices and Student Achievement.
State the measurable outcome the school plans to achieve	I-Ready and FSA data will show a decrease in the achievement gap among subgroups. A three point increase in overall math proficiency will occur as well.
Person responsible for monitoring outcome	Kenisha Holmes (kenisha.holmes@ocps.net)
Evidence-based Strategy	Provide resources and materials to support student acquisition of the English Language.
Rationale for Evidence-based Strategy	Students need explicit instruction and practice with complex words for English language acquisition. NEWSELA provides both the instruction and practice to make the acquisition of vocabulary words seamless.
Action Step	
Description	1. Implement NEWSELA vocabulary acquisition program with fidelity (8/26/2019 by ELA Coach, ELA Teachers)
	2. Bi-weekly progress monitoring meeting with ELL Resource and Classroom teacher to discuss student progression. (Ongoing by CCT, ELA Coach, ELA Teachers)
Person Responsible	Kenisha Holmes (kenisha.holmes@ocps.net)

#3

Title	Narrowing the achievement gap of our students in the Lowest 25% in ELA
Rationale	The school's lowest performing subgroup was lowest 25% in ELA. Many students in this group had large gaps in their vocabulary and basic reading abilities.

State the measurable outcome the school plans to achieve Student achievement in the lowest 25% in ELA will increase by five percentage points on the FSA for 4th and 5th graders. A three point increase in overall ELA proficiency will occur as well.

Person responsible for monitoring outcome Kenisha Holmes (kenisha.holmes@ocps.net)

Evidence-based Strategy Students in the lowest 25% for ELA will receive intensive and targeted small group instruction/remediation throughout the school year.

Rationale for Evidence-based Strategy Small group instruction allows the teacher to focus and target the skills that the students need most to accelerate learning in the classroom.

Action Step

Description 1. Weekly PLC meetings focused on data tracking the performance of the lowest 25% in ELA (Ongoing Monday meetings by Admin., Coaches, Classroom Teachers)
2. All lowest 25% of students will attend tutoring two times a week for an hour and a half for each session (Ongoing beginning 9/3/2019 through 3/26 on Tuesdays and Thursdays by SWAG coordinator, Classroom Teachers, Admin)

Person Responsible Kenisha Holmes (kenisha.holmes@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will address the remaining school wide improvement priorities through collaborative planning and using data to make instructional adjustments.

Part V: Budget

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

1	III.A.	Areas of Focus: CLOSE READING and Academic Discourse				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1461 - Hidden Oaks Elementary	General Fund		\$800.00
			<i>Notes: Purchased the book Academic Conversations for all teachers.</i>			
2	III.A.	Areas of Focus: Culturally Responsive Instruction for our English Language Learners.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			1461 - Hidden Oaks Elementary	General Fund		\$55,000.00
			<i>Notes: Instructional Coach will provide support for our ELL students . Specifically working on vocabulary and comprehension</i>			
3	III.A.	Areas of Focus: Narrowing the achievement gap of our students in the Lowest 25% in ELA				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1461 - Hidden Oaks Elementary	General Fund		\$2,500.00
			<i>Notes: Purchase of NEWSELA PRO</i>			
Total:						\$58,300.00