

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Hidden Oaks Elementary  
9051 SUBURBAN DR  
Orlando, FL 32829  
407-249-6350

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 65%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 76%

### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Hidden Oaks Elementary

##### Principal

Kathleen Ramsey

##### School Advisory Council chair

Sue Wolfgang

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kristy Key	Assistant Principal
Jackie Sneed	Curriculum Resource Teacher
Shelby Peck	Compliance Teacher
Maria Bennett	Staffing Specialist
Sally Oyler	Guidance Counselor
Marybelle Cintron	Behavior Specialist

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Kathleen Ramsey, Principal  
 Sue Wolfgang, SAC Chairperson/Parent Representative  
 Kelley Fenter, Community Member  
 Christine Natal, Community Member (YMCA Coordinator)  
 Desiree Garrison, Parent Representative  
 Katharine Padilla, Parent Representative  
 Mrs. Augustine, Parent Representative  
 Marybelle Cintron, Instructional Staff  
 Erin Reilly, 5th Grade, Instructional  
 Janet Cole, 1st Grade, Instructional  
 Silvia Acuna, Classified Representative

Garnet Samlalsingh, Parent Representative

We are in the process of appointing additional non-staff members to represent the current school population. We will also need an additional member from the staff to represent the classified staff.

**Involvement of the SAC in the development of the SIP**

The School Advisory Council meets monthly to review goals and progress toward goals. As data from assessments is generated and disaggregated the members of the SAC discuss ways to continue to make progress through the use of the staff and community members. SAC members involvement in the development of this plan will be to review the current and/or most recent assessment data from FCAT, Edusoft, and FAIR. Generation of ideas for improvement in each academic content area will be discussed. School Effectiveness survey will be generated by SAC annually to determine additional areas of improvement based on staff, student and parent input.

**Activities of the SAC for the upcoming school year**

SAC Meeting Dates are as follows:

- September 10, 2013 6:00 p.m.
- October 8, 2013 6:00 p.m.
- November 12, 2013 6:00 p.m.
- December 10, 2013 6:00 p.m.
- January 14, 2014 6:00 p.m.
- February 11, 2014 6:00 p.m.
- March 11, 2014 6:00 p.m.
- April 8, 2014 6:00 p.m.
- May 13, 2014 6:00 p.m.

**Projected use of school improvement funds, including the amount allocated to each project**

Not Applicable

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

We are currently seeking appointment of parent representatives and a classified staff member to fulfill membership requirements. Principal, Assistant Principal and School Advisory Council(SAC) Chairperson will be attending OCPS School Advisory Council Orientation to stay current with any updates in compliance with the SAC on Thursday, September 12, 2013.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kathleen Ramsey**

Principal

Years as Administrator: 6

Years at Current School: 6

**Credentials**

BS (Physical Education) Ursinus College, Collegeville, PA  
 MA (Varying Exceptionalities)University of Central Florida,  
 Orlando, FL  
 Certification (Educational Leadership)University of Central Florida,  
 Orlando, FL

**Performance Record**

Principal at Hidden Oaks Elementary: 2012-13: Grade B 62% (145)meeting High Standards in Reading, 50% (116)meeting High Standards in Math, 51% (42) meeting High Standards in Writing, 59% (42) meeting High Standards in Science, and 78%(122) making learning gains in reading. 2013 Reading AMOs: Black-53%, White-58%, Hispanic-63%, Asian-87%, F/R-59%, SWD-52%, ELL-42%. 2013 Math AMOs: Black-43%, White-61%, Hispanic-51%, Asian-80%, F/R-50%, SWD-34%, ELL-36%.  
 Principal at Hidden Oaks Elementary: 2011-12: Grade A 66% (167)meeting High Standards in Reading, 63% (156)meeting High Standards in Math, 72% (53) meeting High Standards in Writing, 53% (44) meeting High Standards in Science, and 72% making learning gains in reading. 2012 Reading AMOs: Total-66% Black-60%, White-78%, Hispanic-61%, Asian-74%, F/R-58%, SWD-54%, ELL-63%. 2012 Math AMOs: Total-63% Black-43%, White-61%, Hispanic-58%, Asian-95%, F/R-58%, SWD-48%, ELL-68%.  
 AP at Hidden Oaks Elementary: 2010-11: Grade B 76% (223)meeting High Standards in Reading, 76% (223)meeting High Standards in Math, 63% (55) meeting High Standards in Writing, 50% (48) meeting High Standards in Science, and 67% (196) making learning gains in reading. AYP 95% (280)  
 AP at Hidden Oaks Elementary: 2009-10: Grade C 80% (251) meeting High Standards in Reading, 73% (229) meeting High Standards in Math, 75% (75) meeting High Standards in Writing, 47% (52) meeting High Standards in Science, and 64% (201) making learning gains in reading. AYP 72% (226)  
 AP at Hidden Oaks Elementary: 2008-09: Grade A 78% (256) meeting High Standards in Reading, 73% (239) meeting High Standards in Math, 83% (93) meeting High Standards in Writing, 31% (33) meeting High Standards in Science, and 73% (239) making learning gains in reading. AYP 85% (279)  
 AP at Hidden Oaks Elementary: 2007-08: Grade B 74% (228) meeting High Standards in Reading, 72% (222) meeting High Standards in Math, 59% (60)meeting High Standards in Writing, 40% (32) meeting High Standards in Science, and 63% (194) making learning gains in reading. AYP 90% (277)

**Kristy Key**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

BS (Elementary Education) University of Central Florida, Orlando, FL  
 MA (Educational Leadership)  
 University of Central Florida, Orlando, FL

**Performance Record**

AP at Hidden Oaks Elementary: 2012-13: Grade B 62% (145)meeting High Standards in Reading, 50% (116)meeting High Standards in Math, 51% (42) meeting High Standards in Writing, 59% (42) meeting High Standards in Science, and 78%(122) making learning gains in reading. 2013 Reading AMOs: Black-53%, White-58%, Hispanic-63%, Asian-87%, F/R-59%, SWD-52%, ELL-42%. 2013 Math AMOs: Black-43%, White-61%, Hispanic-51%, Asian-80%, F/R-50%, SWD-34%, ELL-36%.  
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 Instructional Resource at Cypress Park Elementary: 2010-11: Grade C 61% meeting High Standards in Reading, 59% meeting High Standards in Math, 95% meeting High Standards in Writing, 35% meeting High Standards in Science, and 57% making learning gains in reading, 42% making learning gains in math. 50% of lowest 25% making learning gains in reading, 40% of lowest 25% making learning gains in math. AYP 79%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Jackie Sneed</b>		
<b>Part-time / District-based</b>	<b>Years as Coach: 13</b>	<b>Years at Current School: 21</b>
<b>Areas</b>	Other	
<b>Credentials</b>	BS - Elementary Education	

**Performance Record**

CRT at Hidden Oaks Elementary: 2012-13: Grade B 62% (145)meeting High Standards in Reading, 50% (116)meeting High Standards in Math, 51% (42) meeting High Standards in Writing, 59% (42) meeting High Standards in Science, and 78%(122) making learning gains in reading. 2013 Reading AMOs: Black-53%, White-58%, Hispanic-63%, Asian-87%, F/R-59%, SWD-52%, ELL-42%. 2013 Math AMOs: Black-43%, White-61%, Hispanic-51%, Asian-80%, F/R-50%, SWD-34%, ELL-36%.

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**Classroom Teachers**

**# of classroom teachers**

40

**# receiving effective rating or higher**

39, 98%

**# Highly Qualified Teachers**

100%

**# certified in-field**

40, 100%

**# ESOL endorsed**

22, 55%

**# reading endorsed**

3, 8%

**# with advanced degrees**

20, 50%

**# National Board Certified**

3, 8%

**# first-year teachers**

1, 3%

**# with 1-5 years of experience**

14, 35%

**# with 6-14 years of experience**

14, 35%

**# with 15 or more years of experience**

11, 28%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Mentor Program

Specialized staff development for new and inexperienced teachers.

Frequent monitoring and support system to give positive support.  
Maintain effective network within the school system to recruit effective teachers

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

A representative from the MTSS leadership team will meet with the School Advisory Council(SAC) to provide an overview of MTSS and the implementation plan for Hidden Oaks Elementary in order to help develop the school improvement plan (SIP) for the next school year. The team will provide data on Tier 1, 2, and 3 targets, academic and social/emotional areas that need to be addressed; discuss expectations for instruction, including, Common Core State Standards(CCSS) and the use of Marzano elements/strategies to increase the effectiveness and rigor of instruction. Grade level data boards will be used to track student progress throughout the school year and grade level teams will create an instructional focus calendar (IFC) to drive their time frame for teaching required standards.

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Kathy Ramsey, Principal  
Kristy Key, Assistant Principal  
Maria Bennett, Staffing Specialist  
Jacqueline Sneed, Curriculum Resource Teacher  
Shelby Peck, Compliance Teacher  
Marybelle Cintron, Behavior Specialist  
Sally Oyler, Guidance Counselor

Each member serves as a resource for students and teachers throughout the MTSS process from identification of the student and the level of support needed. Each member shall provide materials or directions based on the individual student and the needs exhibited based on assessment data, such as,

FCAT, Benchmarks, FAIR, FLKRS and class assessments that describe the students gap or problem. MTSS members will monitor the progress of staff development and student progress through weekly PLC meetings that are driven by student data. Ongoing development and expectations of the MTSS process will be cultivated during the weekly meetings.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Bi-weekly PLC meetings will be in place to monitor the fidelity of Hidden Oaks Elementary MTSS and SIP. SharePoint sites were developed for each grade level and teacher to track Tier 2 and 3 student progress. MTSS Graphs will be updated by each individual teacher to monitor the progress and interventions that the team is using to support identified Tier II and III students.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Performance Matters (PM) will be used to generate grade level, class and individual student progress from FCAT and Benchmark assessments. Data from Performance Matters will help identify students formative and summative progress. PM will also be used to determine if students need tier I, II or III supports to reach desired achievement levels.

Instructional Management System (IMS) will be used to determine instructional focus and provide resources on the use appropriate levels of support provided within the new Journeys and Go Math curriculums that can be used with MTSS.

Florida's Progress Monitoring and Reporting Network (PMRN) will be used to access diagnostic evidence from Florida's Assessment for Instruction in Reading (FAIR) to assist with determining which tier level of support the students may need in the MTSS process.

Educational Data Warehouse (EDW) will be used to generate results from FCAT and benchmark assessments. It will also be used to track student attendance and behavioral infractions.

Student Management System (SMS) will be used to assist with identification of students in subgroups calculated for closing achievement gaps and reaching Annual Measurable Objectives (AMO). SMS will be used to track student attendance and discipline data.

Comprehensive English Language Learning Assessment (CELLA) results will be used to determine English Language Learners (ELL) level of English proficiency in the areas of Reading, Writing, Speaking and Listening. The Compliance Teacher will support teachers with understanding how the CELLA results can be used to best meet the ELL students' needs. CELLA scores combined with other data sources such as FCAT and classroom performance assist with decisions on whether or not the students need continued support through the ELL program.

Florida Kindergarten Readiness Screener (FLKRS) will be used to help Kindergarten teachers determine their students readiness skills. Teachers can use data from FLKRS to organize small groups based on the individual students skill levels and current abilities with letter naming and initial sound fluency.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Ongoing staff development targeting the MTSS process and FCIM problem solving strategy.

PDSOnline offers Response to Instruction/Intervention as a course and the teachers will use this as a resource to guide them through Florida Continuous Improvement Model and support of each student.

FCIM Overview is also available on PDSOnline to support the teachers with identify and solving problems through the use of data. The FCIM 8 step process is described through this course.

Teachers are provided with training support for the MTSS process in August during pre-planning and again after assessment data has been generated by the student performance on district and state assessments. They are provided with a flow chart to guide them through the steps of MTSS at Hidden Oaks Elementary when a student has been identified as below expectation through data analysis.

Graph training will be provided by the school psychologist to teachers to track interventions and progress of students in tier II and III of the MTSS process. This support will continue through bi-weekly PLC meetings at each grade level.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 2,640

Star tutoring is available for students in grades 3-5 that are reading below grade level based on FCAT, Benchmark Assessments, CELLA and FAIR data. This program will begin on October 15, 2013 and end on April 3, 2014. Star tutoring provides identified students with before or after school tutoring for two days each week for one hour each day. Parent have the option to choose Tuesday and Thursday mornings or Tuesday and Thursday afternoons for their child to attend.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Pretest and post assessment will be administered to determine student progress and monitor effectiveness of the After the Bell program used for Star tutoring.

**Who is responsible for monitoring implementation of this strategy?**

Administration and tutoring coordinator

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Kathleen Ramsey	Principal
Kristy Key	Assistant Principal
Jacquelyn Sneed	Curriculum Resource Teacher
Margie Johansen	First Grade Instructional
Theresa Brock	Second Grade Instructional
Vivian Durkee	Third Grade Instructional
Tawny Peedin	Fourth Grade Instructional
Lauren Ayala	Fifth Grade Instructional
Laura Elfreth	Media Specialist
Melanie Cave	Occupational Therapist

Name	Title
Jennifer Morgan	Speech Language Pathologist
	ESE Instructional

### How the school-based LLT functions

Literacy Leadership Team meets on the second Wednesday of each month to coordinate events throughout the school year to promote literacy for students, staff, and parents. Literacy team members will act as team liaison to represent and advocate for the needs of each grade level or school team.

-Agenda, meeting minutes and sign in sheets to document attendance

### Major initiatives of the LLT

Incorporate and support the use of instructional technology into literacy instruction. Media Specialist will service classroom teachers through the use of the computer lab to increase student knowledge on technology use to support projects and incorporation of Common Core English Language Arts Standards.

Host a Literacy Night sponsored by Junior Achievement

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Grade level data boards will be used to track student reading progress throughout the school year and grade level teams will create an instructional focus calendar (IFC) to drive their time frame for teaching required standards.

FCIM 8 step process will guide our decisions of implementing interventions/enrichment for students based on their needs. PLC meetings will be held bi-weekly to support the teachers understanding and use of the FCIM process with the guidance of the school principal, school psychologist and the leadership team. The Plan, Do, Check, Act (PDCA) cycle will be used to direct our plan of action.

Lesson plans (district lesson plan template) will be monitored monthly to address rigor and assure all component of reading are being addressed.

Formal and informal observations will be completed at various times during the reading block/ intervention time to provide teachers with feedback for improvements.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In May/June we will provide an orientation/meeting for parents with children that may enter Orange County Public Schools Pre-K or Kindergarten programs. Neighboring child care programs and pre-school programs will be targeted to promote the event through the use of invitations/flyers.

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

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

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

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	63%	No	69%
American Indian				
Asian	73%	87%	Yes	75%
Black/African American	54%	53%	No	59%
Hispanic	63%	63%	Yes	66%
White	74%	58%	No	77%
English language learners	53%	45%	No	57%
Students with disabilities	52%	52%	Yes	57%
Economically disadvantaged	60%	59%	No	64%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	30%	36%
Students scoring at or above Achievement Level 4	74	32%	38%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	18	47%	50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	122	78%	84%
Students in lowest 25% making learning gains (FCAT 2.0)	29	87%	93%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	49	55%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	23%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	25%	31%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	51%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		61%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	55%	No	69%
American Indian				
Asian	100%	80%	No	100%
Black/African American	43%	43%	Yes	49%
Hispanic	59%	51%	No	63%
White	82%	61%	No	84%
English language learners	64%	36%	No	68%
Students with disabilities	56%	34%	No	60%
Economically disadvantaged	59%	50%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	29%	36%
Students scoring at or above Achievement Level 4	48	21%	28%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	14	37%	40%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	90	57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	56%	60%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	28%	33%
Students scoring at or above Achievement Level 4	22	31%	36%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		6
Participation in STEM-related experiences provided for students	100	20%	80%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	88	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	0%
Students who are not proficient in reading by third grade	17	33%	27%
Students who receive two or more behavior referrals	15	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parental Involvement targets for Hidden Oaks Elementary will be to incorporate at least 5 parental engagement opportunities relating to the support of their students' achievement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	300	58%	63%
Literacy Night	200	39%	44%
STEM Night	200	39%	44%
Writing Workshop	0	0%	44%
Curriculum Resources	0	0%	44%

## Goals Summary

- G1.** 4th Grade students will increase proficiency in writing.
- G2.** Students will increase proficiency in reading and math

## Goals Detail

**G1.** 4th Grade students will increase proficiency in writing.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Orange Writes!
- PLCs
- Team Lesson Planning
- Monthly District Professional Development
- Professional Development in Writing for new 4th grade teachers

### Targeted Barriers to Achieving the Goal

- Students lacking prerequisite writing skills

### Plan to Monitor Progress Toward the Goal

Lesson plans, instruction and student work samples include critical elements associated with writing success

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Formal and informal observations with feedback; monitoring of lesson plans and student data based on work samples.

## G2. Students will increase proficiency in reading and math

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Houghton Mifflin Reading and Math curriculums
- Professional Learning Communities
- Team Lesson Planning
- Marzano's Art and Science of Teaching
- IMS
- FAIR Tool Kit
- FCRR Activities
- Journey's Core Intervention Program

### Targeted Barriers to Achieving the Goal

- Teachers learning new reading and math curriculums
- Teachers learning new Common Core State Standards
- Student subgroups not meeting Annual Measurable Objectives in 2013

## Plan to Monitor Progress Toward the Goal

Lesson plans, instruction and student data include critical elements associated with reading and math success

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Formal and informal observations with feedback; monitoring of lesson plans and student data.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 4th Grade students will increase proficiency in writing.

**G1.B1** Students lacking prerequisite writing skills

**G1.B1.S1** Sentence Dictation

#### Action Step 1

Students will practice developing mechanics, vocabulary and sentence structure

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work samples

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

Discussion of student status on the development of sentence dictation skills and instructional adjustments during PLCs

#### Person or Persons Responsible

Administration, teachers

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

PLC meeting minutes

## Plan to Monitor Effectiveness of G1.B1.S1

Students increased accuracy during sentence dictation activity

### Person or Persons Responsible

Students, teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work samples, data

## G1.B1.S2 Practice writing prompts

### Action Step 1

Students will participate in district and school practice writing prompts

### Person or Persons Responsible

Students, Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student written work samples

### Facilitator:

District Personnel

### Participants:

teachers new to 4th grade to learn the process for scoring writing prompts

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Discussion of student data based on writing prompts and instructional adjustments during PLCs

**Person or Persons Responsible**

Administration and teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

PLC meeting minutes

### Plan to Monitor Effectiveness of G1.B1.S2

Students increased score on writing rubric during practice writing prompts

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student data

### G1.B1.S3 Common Core warm up activities

**Action Step 1**

Students will practice adding rigor in their writing with the use of Common Core warm-up activities

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples



### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Discussion of student status on the development of rigor in writing and instructional adjustments during PLCs

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

PLC meeting minutes

### Plan to Monitor Effectiveness of G1.B1.S3

Students increased rigor in writing activities

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student data, written work samples

### G1.B1.S4 College words

**Action Step 1**

Students will develop and practice use of college vocabulary words

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples

### Plan to Monitor Fidelity of Implementation of G1.B1.S4

Discussion of student status on vocabulary development and instructional adjustments during PLCs

#### Person or Persons Responsible

Administration, teachers

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

PLC meeting minutes

### Plan to Monitor Effectiveness of G1.B1.S4

Students increased accuracy on college vocabulary tests

#### Person or Persons Responsible

Students, teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student data

### G1.B1.S5 Houghton-Mifflin Reader's Workbooks

#### Action Step 1

Students will practice developing mechanics, grammar/punctuation, vocabulary and sentence structure skills with the use of the Houghton-Mifflin Reader's Workbooks based on their needs.

#### Person or Persons Responsible

Students, teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work samples

### Plan to Monitor Fidelity of Implementation of G1.B1.S5

Discussion of student status on the development of writing skills and instructional adjustments during PLCs

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

PLC meeting minutes

### Plan to Monitor Effectiveness of G1.B1.S5

Students increased accuracy on Houghton-Mifflin Reader's Workbook activities

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples, data

### G1.B1.S6 Writer's Craft

**Action Step 1**

Students will practice developing creative writing skills during Writer's Craft .

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples

### **Plan to Monitor Fidelity of Implementation of G1.B1.S6**

Discussion of student status on the development creative writing skills and instructional adjustments during PLCs

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Plc meeting minutes

### **Plan to Monitor Effectiveness of G1.B1.S6**

Students increased incorporation of creative writing components in written work samples.

**Person or Persons Responsible**

Students, teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples

**G2. Students will increase proficiency in reading and math**

**G2.B1 Teachers learning new reading and math curriculums**

**G2.B1.S1 Professional Development**

**Action Step 1**

Houghton-Mifflin Curriculum Professional Development

**Person or Persons Responsible**

District

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Observations and lesson plans

**Facilitator:**

District Personnel

**Participants:**

Classroom Teachers

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

Reading and math instruction

**Person or Persons Responsible**

Administration / CRT

**Target Dates or Schedule**

Informal observations, ongoing

**Evidence of Completion**

Including critical components in lesson plans and iobservation reports

## Plan to Monitor Effectiveness of G2.B1.S1

Reading and math instruction

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Informal and formal observations

### Evidence of Completion

iObservation reports

## G2.B1.S2 Team Lesson Planning

### Action Step 1

Teachers will write and share lesson plans in all subject areas using the OCPS lesson plan template

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Completed lesson plans downloaded on sharepoint

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

Lesson plan aligned with instruction; Instruction monitored during formal and informal observations

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Monitor lesson plans on Sharepoint

## Plan to Monitor Effectiveness of G2.B1.S2

Lesson plan template completion and implementation; Adjustments with feedback

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly, ongoing

### Evidence of Completion

Lesson plans will be reviewed via sharepoint; feedback will be provided.

## G2.B1.S3 PLCs

### Action Step 1

PLC will meet for discussion and to support learning new curriculum and determine effectiveness of instruction.

### Person or Persons Responsible

Administration, leadership team, teachers

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

PLC agenda / meeting notes

## Plan to Monitor Fidelity of Implementation of G2.B1.S3

Instructional dialog focused on effectiveness of instruction based on student data

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

PLC Meeting minutes

### Plan to Monitor Effectiveness of G2.B1.S3

Instructional modifications made as a result from dialog focused on effectiveness of instruction based on student data

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Formal and Informal observations

### G2.B1.S4 IMS

**Action Step 1**

IMS will be used as a resource for planning and instruction

**Person or Persons Responsible**

IMS Champion and Co-Champion

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Incorporation of IMS components in lesson plans

**Facilitator:**

IMS Champion and Co-Champion

**Participants:**

Instructional staff



### Plan to Monitor Fidelity of Implementation of G2.B1.S4

Teachers will write lesson plans that include the critical components included on IMS (i.e. scope and sequence, resources, interventions)

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plans submitted on Sharepoint include critical components (i.e. scope and sequence, resources, interventions)

### Plan to Monitor Effectiveness of G2.B1.S4

Lesson plans aligned with new reading and math curriculum; instruction monitored during formal and informal observations

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly, on-going

#### Evidence of Completion

Lesson plan template completion and implementation, adjustments with feedback

## G2.B2 Teachers learning new Common Core State Standards

### G2.B2.S1 Black Belt Team support in reading and math

#### Action Step 1

Black Belt Teams will be used as a resource for planning and instruction of CCSS

#### Person or Persons Responsible

Black Belt Teams in Reading and Math

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Incorporation of CCSS in lesson plans and instruction

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

Teachers will write lesson plans that include the critical components of CCSS

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans submitted on Sharepoint

### Plan to Monitor Effectiveness of G2.B2.S1

Lesson plans aligned with CCSS in reading and math; instruction monitored during formal and informal observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly; On-going

**Evidence of Completion**

Lesson plan template completion; iObservation data

### G2.B2.S2 PLCs

**Action Step 1**

PLCs will meet for discussion and support learning new CCSS and incorporating into lesson plans and instruction.

**Person or Persons Responsible**

Administration, teachers, leadership team

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

PLC Agenda / Meeting minutes

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Instructional dialog focused on effectiveness of incorporating the CCSS into instruction

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

PLC Meeting minutes

### **Plan to Monitor Effectiveness of G2.B2.S2**

Instructional modifications made as a result from dialog focused on the effectiveness of instruction of the standards based on student data

**Person or Persons Responsible**

Administration, teachers, leadership team

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Informal observation

## G2.B2.S3 IMS

### Action Step 1

IMS will be used as a resource for planning and instruction of CCSS

#### Person or Persons Responsible

IMS Champion and Co-Champion

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Incorporation of IMS-CCSS components in lesson plans

#### Facilitator:

IMS Champion and Co-Champion

#### Participants:

Teachers

## Plan to Monitor Fidelity of Implementation of G2.B2.S3

Teachers will write lesson plans that include the critical components of CCSS included on IMS (i.e. deconstructed standards)

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plans submitted on Sharepoint include critical components of CCSS included on IMS (i.e. deconstructed standards).

### Plan to Monitor Effectiveness of G2.B2.S3

Lesson plans aligned with new reading and math CCSS; instruction monitored during formal and informal observations.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly, on-going

#### Evidence of Completion

Lesson plan template completion and implementation, adjustments with feedback

### G2.B3 Student subgroups not meeting Annual Measurable Objectives in 2013

#### G2.B3.S1 Florida Continuous Improvement Model (FCIM)

##### Action Step 1

Plan-Do Check-Act

##### Person or Persons Responsible

Teachers

##### Target Dates or Schedule

On-going

##### Evidence of Completion

Lesson plan template indicating differentiated instruction for students based on the Plan-Do Check-Act Model

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

Teachers will incorporate FCIM model of Plan-Do Act Check into Lesson Plans; instruction monitored for differentiation of instruction, tracking student progress, providing additional instruction or enrichment

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Completed lesson plans submitted on Sharepoint

## Plan to Monitor Effectiveness of G2.B3.S1

Reading and math lesson plans and instruction

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly, On-going

### Evidence of Completion

Lesson plan reviews and observations with feedback

## G2.B3.S2 Multi-Tiered System of Supports / Response to Intervention (MTSS/RtI)

### Action Step 1

Provide additional targeted instruction for students who are demonstrating skill deficits

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Student data and graphs

### Facilitator:

Administration, school psychologist

### Participants:

Teachers

### Plan to Monitor Fidelity of Implementation of G2.B3.S2

MTSS/Rtl meetings / Intervention

**Person or Persons Responsible**

MTSS/Rtl team, teachers / administration

**Target Dates or Schedule**

every 3-6 week based on student needs / informal and formal observations

**Evidence of Completion**

Monitor MTSS/Rtl student data/graphs on Sharepoint

### Plan to Monitor Effectiveness of G2.B3.S2

MTSS/Rtl student data

**Person or Persons Responsible**

MTSS/Rtl team, teachers

**Target Dates or Schedule**

every 3-6 weeks

**Evidence of Completion**

Student(s) meet target

## G2.B3.S3 Marzano's Art and Science of Teaching

### Action Step 1

Teachers will incorporate the 41 elements of Marzano's Art and Science of Teaching into daily instruction

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Formal and informal observations; iObservation reports

#### Facilitator:

PDS-Online

#### Participants:

Teachers

## Plan to Monitor Fidelity of Implementation of G2.B3.S3

Formal and Informal Observations

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

iObservation reports



### Plan to Monitor Effectiveness of G2.B3.S3

Deliberate Practice/Reflective Teaching Growth

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Monitor Teachers' growth on Deliberate Practice Goal

### G2.B3.S4 OCPS Lesson Plan template

**Action Step 1**

Lesson plans will include learning goals, learning targets, question stems, and assignments that are differentiated for learners. In addition, Marzano instructional strategies and adaptations for unique students needs including accommodations and strategies will be included.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Completed lesson plans uploaded to Sharepoint

### Plan to Monitor Fidelity of Implementation of G2.B3.S4

Lesson plans include all of the critical components to provide differentiation of instruction to meet the needs of all of the students

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monitor lesson plans on Sharepoint

## Plan to Monitor Effectiveness of G2.B3.S4

Lesson plan template completion and implementation; Adjustments with feedback

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly; on-going

### Evidence of Completion

Lesson plans will be reviewed vis Sharepoint; feedback will be provided.

## G2.B3.S5 Marcia Tate 2-Part Workshop: "Math Worksheets Don't Grow Dendrites"

### Action Step 1

Teachers will incorporate Marcia Tate strategies into daily instruction addressing content (DQ2, DQ3, DQ4) and learner engagement (DQ5).

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Formal and informal observations; iObservation reports

### Facilitator:

Dr. Marcia Tate

### Participants:

Grade Level Team Leaders, Grades K-5

## Plan to Monitor Fidelity of Implementation of G2.B3.S5

Formal and Informal Observations

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

iObservation reports

## Plan to Monitor Effectiveness of G2.B3.S5

Formal and informal observations

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

iObservation reports-monitor teachers growth in Lesson segments Addressing Content (DQ2, DQ3, DQ4) and Design Question 5-Engagement

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used for staff development to support the school improvement plan in the areas of Math Reading and Writing. Teachers will be given opportunities to attend two additional Marcia Tate workshops as an addition to the two previous workshops that were offered in the 2012-2013 school year. These workshops will support instructional best practices and modeling of the 41 Marzano elements for teacher growth. Staff attended Worksheet's Don't Grow Dendrites and Teacher Effecting Student Achievement (TESA). Title II funds will be used to pay for substitutes for the staff to attend Math Worksheets Don't Grow Dendrites and 7 Strategies of Highly Effective Teachers. Any funding remaining after the workshops will be used to purchase the Marcia Tate Math Worksheets Don't Grow Dendrites text to support their learning. Supplemental Academic Instruction (SAI) funds will be used to support our before and after school tutoring program. The program coordinator will perform the duties of hiring staff as tutors and identifying students using FCAT, Benchmark and CELLA data to target all subgroups. Parents are provided the option to allow the students to attend two hour sessions per week, either in the mornings before school or in the afternoon after dismissal. Funds will be used to pay for the tutors' service and consumable materials for student use. Title X Homeless is coordinated by our school registrar and our school guidance counselor. Together the two of them identify and provide Hidden Oaks homeless population with afforded rights. Upon registration the families are identified by the school registrar and then referred to the guidance counselor for follow up with the needs of the family. Registrar will inquire about the need for school supplies, etc. We often keep these students in mind for our small food pantry, etc. We provide clothing when appropriate, offer star tutoring if they qualify. We keep a list to identify them for Thanksgiving and Christmas support. We request a variety of services from the homeless department, such as funds for a field trip, a gas card for the parent to be able to attend a family night, etc. Bus passes when appropriate, extra support for the students at school when needed. We can use extra resources we have, or they can be requested through the homeless department. Brochures are provided listing resources in the area. A \$1000.00 donation was presented to Hidden Oaks Elementary to support the Homeless program. These funds will be used to support identified homeless students with funding for field trips related to classroom instruction.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. 4th Grade students will increase proficiency in writing.

#### G1.B1 Students lacking prerequisite writing skills

##### G1.B1.S2 Practice writing prompts

#### PD Opportunity 1

Students will participate in district and school practice writing prompts

#### Facilitator

District Personnel

#### Participants

teachers new to 4th grade to learn the process for scoring writing prompts

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student written work samples

**G2. Students will increase proficiency in reading and math**

**G2.B1 Teachers learning new reading and math curriculums**

**G2.B1.S1 Professional Development**

**PD Opportunity 1**

Houghton-Mifflin Curriculum Professional Development

**Facilitator**

District Personnel

**Participants**

Classroom Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Observations and lesson plans

**G2.B1.S4 IMS**

**PD Opportunity 1**

IMS will be used as a resource for planning and instruction

**Facilitator**

IMS Champion and Co-Champion

**Participants**

Instructional staff

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Incorporation of IMS components in lesson plans

## G2.B2 Teachers learning new Common Core State Standards

### G2.B2.S3 IMS

#### PD Opportunity 1

IMS will be used as a resource for planning and instruction of CCSS

##### Facilitator

IMS Champion and Co-Champion

##### Participants

Teachers

##### Target Dates or Schedule

On-going

##### Evidence of Completion

Incorporation of IMS-CCSS components in lesson plans

## G2.B3 Student subgroups not meeting Annual Measurable Objectives in 2013

### G2.B3.S2 Multi-Tiered System of Supports / Response to Intervention (MTSS/RtI)

#### PD Opportunity 1

Provide additional targeted instruction for students who are demonstrating skill deficits

##### Facilitator

Administration, school psychologist

##### Participants

Teachers

##### Target Dates or Schedule

Daily

##### Evidence of Completion

Student data and graphs

## **G2.B3.S3 Marzano's Art and Science of Teaching**

### **PD Opportunity 1**

Teachers will incorporate the 41 elements of Marzano's Art and Science of Teaching into daily instruction

#### **Facilitator**

PDS-Online

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Formal and informal observations; iObservation reports

## **G2.B3.S5 Marcia Tate 2-Part Workshop: "Math Worksheets Don't Grow Dendrites"**

### **PD Opportunity 1**

Teachers will incorporate Marcia Tate strategies into daily instruction addressing content (DQ2, DQ3, DQ4) and learner engagement (DQ5).

#### **Facilitator**

Dr. Marcia Tate

#### **Participants**

Grade Level Team Leaders, Grades K-5

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Formal and informal observations; iObservation reports



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	4th Grade students will increase proficiency in writing.	\$200
G2.	Students will increase proficiency in reading and math	\$3,287
Total		\$3,487

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Budget	\$1,200	\$1,200
Title II	\$2,287	\$2,287
Total	\$3,487	\$3,487

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. 4th Grade students will increase proficiency in writing.

##### G1.B1 Students lacking prerequisite writing skills

##### G1.B1.S2 Practice writing prompts

#### Action Step 1

Students will participate in district and school practice writing prompts

#### Resource Type

Professional Development

#### Resource

#### Funding Source

School Budget

#### Amount Needed

\$200

**G2. Students will increase proficiency in reading and math**

**G2.B1 Teachers learning new reading and math curriculums**

**G2.B1.S1 Professional Development**

**Action Step 1**

Houghton-Mifflin Curriculum Professional Development

**Resource Type**

Professional Development

**Resource**

**Funding Source**

School Budget

**Amount Needed**

\$1,000

**G2.B3 Student subgroups not meeting Annual Measurable Objectives in 2013**

**G2.B3.S5 Marcia Tate 2-Part Workshop: "Math Worksheets Don't Grow Dendrites"**

**Action Step 1**

Teachers will incorporate Marcia Tate strategies into daily instruction addressing content (DQ2, DQ3, DQ4) and learner engagement (DQ5).

**Resource Type**

Professional Development

**Resource**

**Funding Source**

Title II

**Amount Needed**

\$2,287