



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hidden Oaks Elementary School

7685 S MILITARY TRL

Lake Worth, FL 33463

561-804-3800

www.edline.net/pages/hidden_oaks_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 72%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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

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

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

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

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 School

Principal

Mrs. Sari Myers

School Advisory Council chair

Mrs. Janyn Robinson

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

Name	Title
Mrs. Sari Myers	Principal
Mrs. Michelle Bushouse	Assistant Principal
Ms. Shannon Warren	ESE Coordinator
Mrs. Stacey Hoffman	RTi/SBT Resource Teacher
Ms. Jacquelyn Jones	Academic Resource Teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

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

Mrs. Janyn Robinson- SAC President, Mr. Kevin Cameron - SAC - Co Chair , Mrs. Sari Myers - Principal, Mrs. Michelle Bushouse - Assistant Principal, Mrs. Stacey Hoffman- Teacher, Mr. Scott Marcellus- Secretary, Mrs. Karen Brown- Parent, Mr. Moises Martinez- Business Partner, Ms. Michele Kramer - Teacher, Mrs. Marsha Farmer- Parent, Mrs. Debbie DeHoog - Parent, Mrs. Eileen Nieves - Teacher, Mrs. Monique Coyle - Parent/Teacher , Mr. John Coyle and Mrs. Christine Michaud

Involvement of the SAC in the development of the SIP

SAC meets to discuss the overall needs of the school. Members of the committee assisted in writing and will assist in monitoring the implementation fo the paln. The SAC reviews the school data, Title 1 budget and assists with funding.

Activities of the SAC for the upcoming school year

The SAC will continue to monitor school goals and progress throughout the 2013-14 school year.

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

Projects are determined throughout the year based on the school needs.

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

Not In Compliance

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

We will continue to promote meetings through the marquee, weekly call outs and handouts to promote awareness of meetings and increase parent involvement.

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:

Mrs. Sari Myers

Principal

Years as Administrator: 20

Years at Current School: 9

Credentials

Bachelor of Arts Degree in Exceptional Student Education and Elementary Education, FAU. Master of Arts Degree in Educational Leadership, FAU. Certified: Elementary Education, Exceptional Student Education K-12, School Principal Educational Leadership, ESOL Endorsement.

Performance Record

2012-13

Grade B

57% met high standards in Reading 2.0, 55% of students met high standards in Math 2.0, 61% met high standards in Writing, and 64% of students met high standards in Science. 72% of students made learning goals in Reading. 71% of students in the lowest 25% made learning goals in Reading. 57% of students made learning goals in Math and 48% of students in lowest 25% made learning goals.

2011-12

Grade A

62% met high standards in Reading 2.0, 62% met high standards in Math 2.0, 61% met high standards in Science. 89% of students met high standards in Writing. 64% of students made learning gains in reading and 75% of students made learning gains in math. 56% of student in the lowest 25% made learning gains in Reading and 66% of the lowest 25% made learning gains in Math.

2010-11

Grade A

83% of students met high standards in Reading, 84% met high standards in Math, 85% met high standards in writing. 72% met high standards in Science. Black, Hispanic and Economically Disadvantaged did not make AYP in Reading. Black and Economically Disadvantaged did not make AYP In Math.

2009-2010

Grade A

80% of students met high standards in Reading, 81% met high standards in Math and 88% met high standards in Writing. 60% of students met high standards in Sciences. All subgroups met AYP in Reading. Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Math.

Michelle Bushouse

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Bachelors of Arts Degree in Psychology Education, University of South Florida. Master of Arts in Special Education, University of South Florida, Educational Leadership Certification Program, Florida Atlantic University. Certified : Elementary Education K-6, Educational Student Education K-12, School Principal, Educational Leadership, ESOL Endorsement and Reading Endorsement.

Performance Record

2012-13

Grade B

57% met high standards in Reading 2.0, 55% of students met high standards in Math 2.0, 61% met high standards in Writing, and 64% of students met high standards in Science. 72% of students made learning goals in Reading. 71% of students in the lowest 25% made learning goals in Reading. 57% of students made learning goals in Math and 48% of students in lowest 25% made learning goals.

2011-12

Grade A

62% met high standards in Reading 2.0, 62% met high standards in Math 2.0, 61% met high standards in Science. 89% of students met high standards in Writing. 64% of students made learning gains in reading and 75% of students made learning gains in math. 56% of student in the lowest 25% made learning gains in Reading and 66% of the lowest 25% made learning gains in Math.

2010-11

Grade A

83% of students met high standards in Reading, 84% met high standards in math, 85% met high standards in writing. 72% met high standards in Science. Black, Hispanic and Economically Disadvantaged did not make AYP in Reading. Black and Economically Disadvantaged did not make AYP In Math.

2009-2010

Grade A

80% of students met high standards in Reading, 81% met high standards in math and 88% met high standards in writing. 60% of students met high standards in Sciences. All subgroups met AYP in Reading. Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Math.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

51

receiving effective rating or higher

49, 96%

Highly Qualified Teachers

102%

certified in-field

52, 102%

ESOL endorsed

18, 35%

reading endorsed

2, 4%

with advanced degrees

, 0%

National Board Certified

, 0%

first-year teachers

4, 8%

with 1-5 years of experience

21, 41%

with 6-14 years of experience

23, 45%

with 15 or more years of experience

3, 6%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

18

receiving effective rating or higher

18, 100%

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

The school Assistant Principal establishes partnerships with local Universities and District Liaisons to have interns conduct their internships at Hidden Oaks. Administrators establish partnerships between new teachers and veteran staff members and meet with these individuals throughout the school year. Administrators assist in budgeting money for Trainings and Professional Development. The new teacher, mentor and Assistant Principal meet on a regular basis to provide support and discuss the ESP program at Hidden Oaks.

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

This year we have created a Beginning Teacher Program at our school that is run by two experienced teachers, Ms. Jacquelyn Jones and Ms. Dawn Balliet. The program is to assist teachers that are not only new to teaching but also new to Hidden Oaks. The program provides them with support in areas such as behavioral management, teaching strategies, setting up their classroom, and Marzano domain training. Currently we have four Beginning Teachers. Ms. Brooke Gudgell, Ms. Emma Carrigan both ASD Teachers; Ms. Alison Brandes, and Ms. Jordan Keymont both 2nd grade teachers. Ms. Brooke Gudgell and Ms. Emma Carrigan both ASD Primary Teachers will be mentored by Ms. Dawn Balliet who is an experienced ASD as well as a primary regular classroom teacher. Ms. Allison Brandes 2nd grade teacher will be working with Ms. Katherine Berkley, 3rd grade teacher. Ms. Berkley is also an experienced classroom teacher with great strategies in behavior management, building relationships with kids and Math. Ms. Jordan Keymont 2nd grade teacher will be mentored by Mrs. Lorraine Sotelo who is an experienced 2nd grade teacher who has extensive expertise in the area of reading and writing workshop. Mrs. Sotelo will be helping both Ms. Brandes and Ms. Keymont transition to the second grade team at Hidden Oaks.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

Members of the School Based Leadership consists of the the Rtl resource teacher, administration, Guidance Counselor, School Psychologist, School Nurse, Speech Language Pathologist, Academic Resource Teacher and ESE Contact. The team meets weekly on Thursday to address MTSS And Rtl.

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

The school based RtI Leadership will meet regularly to review universal data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create an effective learning environment. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the the school-based RtI Leadership Team.

The SBT will use the the problem solving mode to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSCD 2284) which identifies a student's specific areas of deficiencies. The team will ensure that necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support interventions and report back on all data collected for further discussion at future meetings.

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

Members of the school based RtI Leadership Team will inform the School Advisory Council (SAC) and will be asked to provide input on the School Improvement Plan. Utilizing the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion should include but are not limited to FCAT scores and lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring and other services.

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

Baseline, Midyear and End of the Year data: FCAT 2.0, FCAT Writes, Curriculum Based Assessment, Palm Beach County Fall and Winter Diagnostics Grades 3-5, Winter and Spring Diagnostics Grade 2, Palm Beach Writes, K-5 Literacy Assessment System, Diagnostic Assessment for Reading, Progress Monitoring and Report Network. Comprehensive English Language Learning Assessment, Florida Alternative Assessment, Office Discipline Referrals, Retentions and Absences.

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

Professional Development will be provided by our RtI Resource Teacher and our ESE Coordinator on how to provide RtI/ Inclusion by district staff. They will then provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include but are not limited to the following: Problem Solving Model, consensus building, Positive Behavioral Intervention and Support, data based decision-making to drive instruction, progress monitoring, selection and availability of research-based interventions, tools utilized to identify specific discrepancies in reading. Individual professional development will be provided to the classroom teachers, as needed.

The Administration is involved on all RtI meetings and play an active role in the process. SBT/RtI professional development is made available to all faculty members. New teachers are assigned mentors that assist them with identifying student that are at-risk or may be in need of the MTSS. Administration and the SWPBS team are actively involved in working on School Wide Expectations and promoting a safe and positive school environment. A teacher trained in RtI is available on staff to assist in MTSS and RtI processes school wide.

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: 3,600

Before and After school Tutorial and Enrichment Hats Program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected based on Diagnostic data in Reading, Math and Writing. Teacher then give names to tutoring administrators to invite to the program.

Who is responsible for monitoring implementation of this strategy?

Tutorial Administrators.

Strategy: Before or After School Program

Minutes added to school year: 5,460

Teachers plan together utilizing Common Core Standards to create unit goals for Content areas.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Data is collected based on student performance on Reading Running Records, Classroom performance, Diagnostics and FCAT 2.0

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Sari Myers	Principal
Mrs. Michelle Bushouse	Assistant Principal
Mrs. Marie Harris Smith	Media Specialist
Ms. Dawn Balliet	SAI Teacher
Mrs. Laura Buckholz	Grade K Teacher
Ms. Danielle Deckelmann	Grade 1 Teacher

Name	Title
Ms. Jessica Jones	Grade 2 Teacher
Ms. Dawn Fagan	Grade 3 Teacher
Ms. Dana Verbiest	Grade 4 Teacher
Ms. Cherise Cruz	Grade 5 Teacher
Ms. Stacey Marcinkoski	ELL Contact/Resource

How the school-based LLT functions

We meet on the last Wednesday of every month. There is at least one representative from each grade level. The Reading Resource teacher works with administration on the needs of our school and presents data/information to the LLT. The team will also look at school needs and plan parent trainings for the school year. With the new district reading series, our lead teachers will assist in communicating new reading initiatives to faculty and staff. As a Reading Workshop school, we will continue to plan and attend conferences and trainings and prepare professional development for the faculty.

Major initiatives of the LLT

We will continue to implement reading workshop school wide. We are also creating trainings for parents to assist their child with developing reading skills at home. We are also working to increase students independent reading time to help build reading stamina. We have also implemented a program where students set reading goals and can earn book charms when they meet their goals.

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 the Spring we will have a Kindergarten Round Up where we will offer school tours, classroom visits with presentations by the teachers, and distribute Kindergarten Readiness Packets. We will also collaborate with surrounding preschools by sending out flyers and inviting preschoolers and their parents to Round-Up. We will collaborate with our local community preschools in January to welcome new Kindergarten students, provide those facilities with information on Common Core Standards and discuss our Single School Culture as well as Hidden Oaks' expectations for our students. Administration and a Kindergarten representative will also attend local Preschool Parent Nights to provide parents of incoming students information about Kindergarten at Hidden Oaks.

Prior to the beginning of school, students entering Kindergarten will be given a screening to determine appropriate instructional placements. In August, we will continue staggered start with all Kindergarten students.

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	70%	59%	No	73%
American Indian				
Asian	79%	65%	No	81%
Black/African American	52%	45%	No	57%
Hispanic	71%	64%	No	74%
White	84%	68%	No	86%
English language learners	46%	17%	No	51%
Students with disabilities	61%	25%	No	65%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	27%	35%
Students scoring at or above Achievement Level 4	135	31%	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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	324	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	58	71%	76%

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)	65	77%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	75%	75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	69%	70%

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	87	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		71%

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	70%	56%	No	73%
American Indian				
Asian	95%	82%	No	96%
Black/African American	54%	37%	No	59%
Hispanic	67%	60%	No	70%
White	82%	68%	No	84%
English language learners	57%	4%	No	61%
Students with disabilities	58%	30%	No	62%
Economically disadvantaged	62%	49%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	133	31%	36%
Students scoring at or above Achievement Level 4	107	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		26%
Students scoring at or above Level 7	[data excluded for privacy reasons]		44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	256	57%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	48%	56%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%		No	73%
American Indian				
Asian	95%		No	96%
Black/African American	54%		No	59%
Hispanic	67%		No	70%
White	82%		No	84%
English language learners	57%		No	61%
Students with disabilities	58%		No	62%
Economically disadvantaged	62%		No	66%

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	36	25%	30%
Students scoring at or above Achievement Level 4	56	39%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		60%

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)	6		10
Participation in STEM-related experiences provided for students	400	100%	100%

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	8	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	29	3%	2%
Students who are not proficient in reading by third grade	71	46%	40%
Students who receive two or more behavior referrals	2	0%	0%
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

Our goal is to provide trainings for parents in all core content areas such as reading, math, writing and science. We will also continue to schedule and plan activities that promote community and family time.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Hidden Oaks will provide 9 parent trainings throughout the 2013-14 school year that will assist parents in helping their child or children at home with at least 60% of participation rate from our parents.	7	40%	60%
Hidden Oaks will provide 8 activities throughout the 2013 -14 school year that promote family and school involvement with a participation rate of about 40% of your families.	6	40%	60%

Area 10: Additional Targets

Additional targets for the school

Hidden Oaks will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b),	70	75%	100%

Goals Summary

- G1.** During the 2014 Reading portion of FCAT 2.0, 73% of the students in grades 3-5 will meet or exceed proficiency.
- G2.** On the 2013-14 FCAT 2.0 Reading portion, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of the students in the lowest 25% will make learning gains in reading.
- G3.** During the 2014 Reading portion of the Florida Alternative Assessment, 30% of students will score at levels 4, 5, and 6 and 46% of students will score a level of 7 and above proficiency.
- G4.** During the 2014 Comprehensive English Language Learning Assessment, 79% of the ELL students will score proficient in listening/speaking portion, 75% will score proficient in the reading portion, and 70% will score proficient in the writing portion.
- G5.** During the 2014 Writing portion of the FCAT 2.0, 65% of students will score a 3.5 or higher.
- G6.** During the 2014 Writing portion of the Florida Alternative Assessment, 71% of students will score a level 4 and above proficiency.
- G7.** During the 2014 Mathematics portion of FCAT 2.0, 66% of students in grades 3-5 will meet or exceed proficiency.
- G8.** On the 2014 Mathematics portion of the FCAT 2.0, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of students in the lowest 25% will make learning gains.
- G9.** During the 2014 Mathematics portion of the Florida Alternate Assessment, 26% of students will score a level 4, 5, and 6 level and 44% of the students will score a level 7 or above proficiency.
- G10.** During the 2014 Science portion of FCAT, 30% of the fifth grade students will achieve proficiency at a level 3.
- G11.** During the 2014 Science portion of FCAT, 42% of the fifth grade students will achieve a score at or above a level 4.
- G12.** During the 2014 Science portion of the Florida Alternative Assessment, 26% of students will score at levels, 4,5,6 and 44% of students will score at or above level 7.

Goals Detail

G1. During the 2014 Reading portion of FCAT 2.0, 73% of the students in grades 3-5 will meet or exceed proficiency.

Targets Supported

Resources Available to Support the Goal

- Utilize Lucy Calkins Reading Workshop model to teach reading.
- Utilize "Just Right" books and reading logs to increase reading stamina.
- Utilize Fountas and Pinnell's K-5 Assessment System, Words Their Way, and Building Vocabulary to teach word work and support spelling and vocabulary.
- Implement HATS tutorial and assigned computer lab program.
- Utilize SAI, RTI resource teacher, and the academic resource teacher to identify and close gaps .
- Reading Diagnostics (Grades 3-5)
- Scholastic Reading Inventory, Reading Plus 4.0
- Utilize pre-assessments and post assessments to drive instruction.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.
- The anticipated barrier is inconsistency in the use of high complexity Webb's Depth of Knowledge levels 3&4 questions in lesson plans and lesson plan implementation.
- The anticipated barrier is that teachers face the challenge of utilizing data for differentiating instruction and best practices.
- The anticipated barrier is that teachers have difficulty with maintaining and enriching students that are at or above proficiency.
- The anticipated barrier is providing a variety of higher leveled reading materials as well as "Just Right" books for all grades
- The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.
- The anticipated barrier is that many students are not avid readers.
- The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards and teaching the higher level thinking that is required by Common Core.
- The anticipated barrier is the lack of teachers with gifted endorsement.

Plan to Monitor Progress Toward the Goal

Reading Diagnostics, Reading FCAT 2.0, and FAA

Person or Persons Responsible

Principal, Assistant Principal, RtI Teacher, Classroom Teachers, ESOL Teacher/Contact, Tutorial Coordinator, Tutorial Teachers

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

Student test scores and attendance

G2. On the 2013-14 FCAT 2.0 Reading portion, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of the students in the lowest 25% will make learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- Utilize Lucy Calkins Reading Workshop model to teach reading.
- Utilize "Just Right" books and reading logs to increase reading stamina.
- Utilize Fountas and Pinnell's K-5 Assessment System, Words Their Way, and Building Vocabulary to teach word work and support spelling and vocabulary.
- Implement HATS tutorial and assigned computer lab program.
- Utilize SAI, RTI resource teacher, and the academic resource teacher to identify and close gaps
- Reading Diagnostics (Grades 3-5)
- Scholastic Reading Inventory
- Utilize pre-assessments and post assessments to drive instruction.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.
- The anticipated barrier is students are not using the research based intervention program Reading Plus 4.0 consistently.
- The anticipated barrier is that the comprehensive support for English Language Learners are limited.
- The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.
- The anticipated barrier is new staff and teachers lack experience with RRR assessments K-8 Continuum, and Reading Workshop.
- The anticipated barrier is that many students are not avid readers.
- The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards.
- The anticipated barrier is providing a variety of leveled reading materials as well as "Just Right" books for all grades.

Plan to Monitor Progress Toward the Goal

Reading Diagnostics, Reading FCAT 2.0, and FAA

Person or Persons Responsible

Principal, Assistant Principal, Rtl Teacher, Classroom Teachers, ESOL Teacher/Contact, Tutorial Coordinator, Tutorial Teachers

Target Dates or Schedule:

Throughout the 2013-2014 school year

Evidence of Completion:

Student test scores and attendance

G3. During the 2014 Reading portion of the Florida Alternative Assessment, 30% of students will score at levels 4, 5, and 6 and 46% of students will score a level of 7 and above proficiency.

Targets Supported

Resources Available to Support the Goal

- Unique Learning System is a complete curriculum designed for students working on access points.
- PCI Reading Program is a research based reading program which teaches sight words through controlled text.
- Meville to Weville is a researched based Early Literacy and Communication Curriculum that incorporates reading, writing, speaking, listening and augmentative communication for students with moderate to severe disabilities.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is ESE teachers need training on Access Points and resources available for teaching Reading.

Plan to Monitor Progress Toward the Goal

The ESE teachers will use informal means to track progress.

Person or Persons Responsible

The ESE teachers are responsible to monitor progress toward the goal.

Target Dates or Schedule:

Evidence of completion of monitoring activities will be collected when the results of the FAA are available.

Evidence of Completion:

The administration will monitor.

G4. During the 2014 Comprehensive English Language Learning Assessment, 79% of the ELL students will score proficient in listening/speaking portion, 75% will score proficient in the reading portion, and 70% will score proficient in the writing portion.

Targets Supported

Resources Available to Support the Goal

- ESOL Teacher/ Contact, Community Language Facilitators, Classroom Teachers
- PreLAS and LAS Links assessments
- Reading Running Records, Reading Diagnostics (3-5), SRI
- Implement Lucy Calkins' Reading and Writing Workshop model of instruction, "just right" books, and reading logs.
- Palm Beach Writes
- Utilize Reading Plus 4.0, Destination Riverdeep, Starfall, Reading Counts, and Tumblebooks

Targeted Barriers to Achieving the Goal

- The anticipated barrier is that the majority of ELL students are below proficiency according to LAS Links and/or the prior year's CELLA scores.
- The anticipated barrier is that the sheltered instructional time is limited to 90 minutes per day. ELL students have a limited grammar and vocabulary knowledge.
- The anticipated barrier is that the students have limited or no language support at home and it is difficult to make a connection between reading at home and at school.

Plan to Monitor Progress Toward the Goal

Student data

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion:

2014 CELLA

G5. During the 2014 Writing portion of the FCAT 2.0, 65% of students will score a 3.5 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Utilize Lucy Calkins Writing Workshop model to teach writing.
- Utilize "Fountas & Pinnell K-2" and "Words Their Way 3-5" to teach word work and "Building Vocabulary" to assist in spelling and vocabulary.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is the home/school connection with continuous vocabulary building and exposure.
- The anticipated barrier is a need to extend writing instruction and practice beyond the school day.
- The anticipated barrier is teachers have insufficient training on teaching writing based on Common Core Standards.

Plan to Monitor Progress Toward the Goal

FCAT Writes, Performance Assessments

Person or Persons Responsible

Classroom Teachers, Principal, Assistant Principal

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

2014 FCAT Writes

G6. During the 2014 Writing portion of the Florida Alternative Assessment, 71% of students will score a level 4 and above proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- Unique Learning System is a complete curriculum designed for students working on access points.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is ESE teachers need training on access points.

Plan to Monitor Progress Toward the Goal

Student data and classroom progress

Person or Persons Responsible

ESE Teachers, Principal, Assistant Principal

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

2014 FAA Results

G7. During the 2014 Mathematics portion of FCAT 2.0, 66% of students in grades 3-5 will meet or exceed proficiency.

Targets Supported

Resources Available to Support the Goal

- Mountain Math, Assigned Computer Lab, Gizmos, Academic Resource Teacher, HATS Tutorial, FasTTMath, Weekly school wide Math Challenges , Math Drills

Targeted Barriers to Achieving the Goal

- The anticipated barrier is students are not performing at proficiency based on the 2013 FCAT 2.0.
- The anticipated barrier is that homeroom teachers have limited math resources.
- The anticipated barrier is that technology is not being fully utilized in our math instruction.
- The anticipated barrier is that teachers have limited ability to meet with multiple differentiated skill groups.
- The anticipated barrier is parents need assistance with utilizing the Go Math program and learning new strategies to help their child or children at home.

Plan to Monitor Progress Toward the Goal

Academic Resource Teacher will set specific goals for the students she will work with.

Person or Persons Responsible

Principal, Assistant Principal, Academic Resource Teacher and Homeroom teachers

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

Data Printouts , FCAT 2.0

G8. On the 2014 Mathematics portion of the FCAT 2.0, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of students in the lowest 25% will make learning gains.

Targets Supported

Resources Available to Support the Goal

- Mountain Math, Assigned Computer Lab, Gizmos, Academic Resource Teacher, HATS Tutorial, FasTTMath, Weekly school wide Math Challenges

Targeted Barriers to Achieving the Goal

- The anticipated barrier is correlating Common Core State Standards and Next Generations Sunshine State Standards.
- The anticipated barrier is limited time for students to apply math to real world scenarios.
- The anticipated barrier is the lack of teacher knowledge to efficiently and effectively target specific skills needed in math instruction.

Plan to Monitor Progress Toward the Goal

Data analysis of Diagnostics and FCAT 2.0

Person or Persons Responsible

Homeroom teachers and administrators

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

Learning Team Meetings and Data chats

G9. During the 2014 Mathematics portion of the Florida Alternate Assessment, 26% of students will score a level 4, 5, and 6 level and 44% of the students will score a level 7 or above proficiency.

Targets Supported

Resources Available to Support the Goal

- Unique Learning System is a complete curriculum designed for students working on access points.
- Go Math Florida Access Points Activity Guide is a compilation of activities for teaching math access points.
- SRA Number Worlds is a standards-based comprehensive math intervention/prevention program.
- TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is ESE teachers need training on Access Points and resources available for Math.

Plan to Monitor Progress Toward the Goal

The ESE teachers will use informal means to track progress.

Person or Persons Responsible

The ESE teachers are responsible to monitor progress toward the goal.

Target Dates or Schedule:

Evidence of completion of monitoring activities will be collected when the results of the FAA are available.

Evidence of Completion:

The administration will monitor.

G10. During the 2014 Science portion of FCAT, 30% of the fifth grade students will achieve proficiency at a level 3.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science Journals
- Science Diagnostics (3rd - 5th Grades)
- Science Lab - informal assessments
- Math and Science Fair
- Technology Resources (Gizmos, FCAT Explorer, etc.)

Targeted Barriers to Achieving the Goal

- The anticipated barrier is the lack of student practice with the scientific process.
- The anticipated barrier is that teachers need a deeper understanding of science concepts.
- The anticipated barrier is that there are academic deficiencies within the students' knowledge.

Plan to Monitor Progress Toward the Goal

Science Journals, Performance assessments, Diagnostics, Evaluations

Person or Persons Responsible

K-5 Teachers, Science Lab teacher, Principal, Assistant Principal

Target Dates or Schedule:

Daily for teachers; Science lab rotation; Walk-throughs, informal, and formal evaluations.

Evidence of Completion:

School and District provided student achievement data

G11. During the 2014 Science portion of FCAT, 42% of the fifth grade students will achieve a score at or above a level 4.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Professional Development

Targeted Barriers to Achieving the Goal

- Teachers need to provide enrichment opportunities for a deeper understanding of science concepts.

Plan to Monitor Progress Toward the Goal

Science Journals, Observations, Lesson Plans, Team Meeting Notes

Person or Persons Responsible

K-5 teachers ,Science Lab teacher Principal ,Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Science Journals, Observations, Lesson Plans, Team Meeting Notes

G12. During the 2014 Science portion of the Florida Alternative Assessment, 26% of students will score at levels, 4,5,6 and 44% of students will score at or above level 7.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Unique Learning System is a complete curriculum designed for students working on access points.

Targeted Barriers to Achieving the Goal

- The anticipated barrier is ESE teachers need training on access points and Unique Learning.

Plan to Monitor Progress Toward the Goal

Student data and classroom progress

Person or Persons Responsible

ESE Teachers, Principal, Assistant Principal

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

2014 FAA Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. During the 2014 Reading portion of FCAT 2.0, 73% of the students in grades 3-5 will meet or exceed proficiency.

G1.B1 The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.

G1.B1.S1 Implement a tutorial program targeting students that have scored below proficiency on 2013 Reading FCAT 2.0 and the 2014 Reading Diagnostic tests.

Action Step 1

Students will be selected according to the data and entered into the HATS tutorial program and the morning computer lab program. Strategic tutorial groups will be based on student needs.

Person or Persons Responsible

Principal, Assistant Principal, Tutorial Coordinator, Tutorial Teachers, RtlTeacher

Target Dates or Schedule

The morning computer lab program will occur daily, beginning in September 2013 and ending in May 2014. The HATS tutorial program will begin in October 2013 and ending in March 2014. Students will be invited to attend twice per week.

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0 will be used to evaluate and monitor student progress.

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

Lesson plans for the HATS tutorial program will be collected weekly. Collaboration between homeroom teachers and tutorial teachers will occur weekly. Reading Diagnostic scores will be analyzed to monitor student progress.

Person or Persons Responsible

Tutorial Coordinator and Rtl Teacher

Target Dates or Schedule

Weekly for HATS tutorial and as Reading Diagnostic scores are available

Evidence of Completion

Lesson plans and student attendance

Plan to Monitor Effectiveness of G1.B1.S1

Reading Diagnostic and Reading FCAT 2.0 scores will be collected as well as attendance.

Person or Persons Responsible

Tutorial Coordinator, Tutorial Teachers, Rtl Teacher

Target Dates or Schedule

Weekly attendance and when current test scores are available

Evidence of Completion

Lesson plans and student test scores

G1.B1.S2 Hire a .5 Rtl resource teacher to work with targeted students that are below proficiency in reading and are in the process of reading interventions.

Action Step 1

Work with teachers to identify students that are in need of Rtl based on data assessment. Utilize research based methods to drive instruction.

Person or Persons Responsible

Rtl Resource Teacher, Classroom Teacher, Principal, Assistant Principal

Target Dates or Schedule

Weekly progress monitoring of student progress

Evidence of Completion

Student progress assessments.

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

Weekly student monitoring assessments

Person or Persons Responsible

Classroom teacher, Rtl teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Monitoring assessments and log

Plan to Monitor Effectiveness of G1.B1.S2

Monitoring after 6 weeks of intervention to see if students met goals

Person or Persons Responsible

SBT members

Target Dates or Schedule

6-8 weeks

Evidence of Completion

Student progress reports of weekly data collection.

G1.B2 The anticipated barrier is inconsistency in the use of high complexity Webb's Depth of Knowledge levels 3&4 questions in lesson plans and lesson plan implementation.

G1.B2.S1 Provide Professional development on differentiated instruction using Webb's Depth of Knowledge and Marzano training on Deepening Levels of Teaching.

Action Step 1

PDD Training On Marzano and Webb's Depth of Knowledge

Person or Persons Responsible

PDD Team

Target Dates or Schedule

Throughout 2013-14 school year

Evidence of Completion

PDD Agendas, Sign ins

Facilitator:

PD Team

Participants:

All Teachers

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

Teacher Lesson Plan Review, classroom walkthroughs and observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013 school year

Evidence of Completion

2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Teacher observation, walkthroughs

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

G1.B3 The anticipated barrier is that teachers face the challenge of utilizing data for differentiating instruction and best practices.

G1.B3.S1 Provide weekly planning and LTM's geared to assisting teachers with looking at data and differentiating instruction.

Action Step 1

K-5 Weekly LTM's focused on core academic areas.

Person or Persons Responsible

Assistant Principal, Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

2.0 FCAT Results, Team LTM Notes, Lesson Plans

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

Diagnostic Data, Classroom assessments, Student performance

Person or Persons Responsible

Assistant Principal, Resource Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

LTM notes, agendas, student data

Plan to Monitor Effectiveness of G1.B3.S1

Diagnostics, Classroom Assessments

Person or Persons Responsible

Assistant Principal, Resource Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

G1.B4 The anticipated barrier is that teachers have difficulty with maintaining and enriching students that are at or above proficiency.

G1.B4.S1 Target students at or above proficiency and implement an enrichment tutorial program to meet the needs of high level students.

Action Step 1

Students will be selected to attend Enrichment based on Diagnostic scores

Person or Persons Responsible

Assistant Principal, Tutorial Coordinators, Tutorial Teachers

Target Dates or Schedule

Throughout the 2013-14 school year.

Evidence of Completion

Reading Diagnostics, FCAT 2.0

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

Lesson plans for enrichment

Person or Persons Responsible

Tutoring Coordinator

Target Dates or Schedule

Weekly for Hats Tutorial

Evidence of Completion

Lesson plans, student progress reports

Plan to Monitor Effectiveness of G1.B4.S1

Reading Diagnostic and Reading FCAT 2.0

Person or Persons Responsible

Tutorial Coordinator, Tutorial Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

2014 FCAT 2.0

G1.B5 The anticipated barrier is providing a variety of higher leveled reading materials as well as "Just Right" books for all grades

G1.B5.S1 Provide leveled classroom libraries including all genres with instructional guidelines for student use as well as "Just Right" books for all grades to support Reading Workshop.

Action Step 1

Books will be purchased and placed within classrooms libraries.

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

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

Classroom visits and informal observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Classroom visits and informal observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 Reading FCAT 2.0

G1.B6 The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.

G1.B6.S1 Continue to implement Lucy Calkins' Reading Workshop with fidelity in all grade levels.

Action Step 1

Provide explicit mini-lessons, conferencing with students during independent reading, small groups to target specific skills. Professional Development will be provided at Curriculum Meetings and LTM Meetings each month with teams analyzing current data and Reading Workshop Strategies.

Person or Persons Responsible

Classroom teachers, Resource Teachers

Target Dates or Schedule

90 minutes daily

Evidence of Completion

Lesson plan monitoring, classroom visits, informal and formal observations

Facilitator:

Reading Leadership Team

Participants:

Classroom Teachers, Resource Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Lesson plan monitoring, classroom visits, informal and formal observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Lesson plans, Reading Diagnostic and Reading FCAT 2.0 results

Plan to Monitor Effectiveness of G1.B6.S1

Reading Diagnostics and Reading FCAT 2.0

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

G1.B7 The anticipated barrier is that many students are not avid readers.

G1.B7.S1 In order to increase excitement for reading, we will implement fun reading programs such as Secret Book Club, Trade-A-Book Tuesday, Hawk's Hideaway, Reading Rocks, Fairy Tale Week, and Battle of the Books. We will also have classroom and grade level competitions related to reading goals.

Action Step 1

Secret Book Club, Trade-A-Book Tuesday, Hawk's Hideaway, Reading Rocks, and Battle of the Books.

Person or Persons Responsible

Classroom Teachers, Resource Teachers, Media Specialist

Target Dates or Schedule

Specified times will be advertised throughout the 2013-2014 school year

Evidence of Completion

Attendance will be monitored

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Attendance to events will be monitored along with student response to activities

Person or Persons Responsible

Principal, Assistant Principal, Rtl Resource Teacher, Academic Resource Teacher, Media Specialist, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G1.B7.S1

Attendance

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers, Resource Teachers, Media Specialist

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 Reading FCAT 2.0

G1.B8 The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards and teaching the higher level thinking that is required by Common Core.

G1.B8.S1 Provide Professional Development and Curriculum trainings with a focus on Common Core Standards.

Action Step 1

Attend Professional Development, Curriculum Meetings and Learning team meetings relating to Common Core Standards and implementing them within your classrooms.

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Target Dates or Schedule

Monthly throughout the 2013-2014 school year

Evidence of Completion

Notes from Learning team meetings, Walk throughs, informal and formal observations, lesson plans

Facilitator:

Reading Leadership Team/Team Leaders

Participants:

Classroom Teachers, Resource Teachers

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Lesson Plans, LTM Notes

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly throughout the 2013-2014 school year

Evidence of Completion

Lesson plans, Collaboration during meetings

Plan to Monitor Effectiveness of G1.B8.S1

Observations, Lesson Plans, Classroom Data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading FCAT 2.0

G1.B9 The anticipated barrier is the lack of teachers with gifted endorsement.

G1.B9.S1 Cluster students into enrichment classes K-5 based on data with gifted endorsed teachers.

Action Step 1

Provide opportunities for teachers to receive Gifted Endorsment.

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Teacher Gifted Endorsement

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Classroom observations and Walkthroughs

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

Classroom performance, Diagnostics 2.0

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

G2. On the 2013-14 FCAT 2.0 Reading portion, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of the students in the lowest 25% will make learning gains in reading.

G2.B1 The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.

G2.B1.S1 Implement a tutorial program targeting students that have scored below proficiency on 2013 Reading FCAT 2.0 and the 2013 Reading Diagnostic tests. Also implement an enrichment program to focus on enriching and maintaining students above proficiency.

Action Step 1

Students will be selected according to the data and entered into the HATS tutorial program and the morning computer lab program. Strategic tutorial groups will be based on student needs.

Person or Persons Responsible

Principal, Assistant Principal, Tutorial Coordinator, Tutorial Teachers, RtI Teacher

Target Dates or Schedule

The morning computer lab program will occur daily, beginning in September 2013 and ending in May 2014. The HATS tutorial program will begin in October 2013 and ending in March 2014. Students will be invited to attend twice per week.

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0 will be used to evaluate and monitor student progress.

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

Lesson plans for the HATS tutorial program will be collected weekly. Collaboration between homeroom teachers and tutorial teachers will occur weekly. Reading Diagnostic scores will be analyzed to monitor student progress.

Person or Persons Responsible

Tutorial Coordinator and RtI Teacher

Target Dates or Schedule

Weekly for HATS tutorial and as Reading Diagnostic scores are available

Evidence of Completion

Lesson plans and student attendance

Plan to Monitor Effectiveness of G2.B1.S1

Reading Diagnostic and Reading FCAT 2.0 scores will be collected as well as attendance.

Person or Persons Responsible

Tutorial Coordinator, Tutorial Teachers, Rtl Teacher

Target Dates or Schedule

Weekly attendance and when current test scores are available

Evidence of Completion

Lesson plans and student test scores

G2.B1.S2 Hire a .5 Rtl resource teacher to work with targeted students that are below proficiency in reading and are in the process of reading interventions.

Action Step 1

Work with teachers to identify students that are in need of Rti based on data assessment. Utilize research based methods to drive instruction.

Person or Persons Responsible

Rtl Resource Teacher, Classroom Teacher, Principal, Assistant Principal

Target Dates or Schedule

Weekly progress monitoring of student progress

Evidence of Completion

Student progress assessments.

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

Weekly student monitoring assessments

Person or Persons Responsible

Classroom teacher, Rtl teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Monitoring assessments and log

Plan to Monitor Effectiveness of G2.B1.S2

Monitoring after 6 weeks of intervention to see if students met goals

Person or Persons Responsible

SBT members

Target Dates or Schedule

6-8 weeks

Evidence of Completion

Student progress reports of weekly data collection.

G2.B1.S3 Hire a .5 Reading Resource teacher to provide teachers with assistance in developing strategies for students not meeting proficiency.

Action Step 1

Work with teachers to provide support and strategies for students that are below proficiency.

Person or Persons Responsible

Mrs. Stacey Hoffman - Resource Teacher

Target Dates or Schedule

Ongoing 2013 - 14 school year

Evidence of Completion

2014 FCAT 2.0 Results

Facilitator:

Mrs. Stacey Hoffman

Participants:

Classroom teachers

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

Diagnostics, FCAT 2.0, PD opportunities

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

PD sign ins, FCAT 2.0 results

Plan to Monitor Effectiveness of G2.B1.S3

Diagnostics, FCAT 2.0

Person or Persons Responsible

Mrs. Stacey Hoffman Resource Teacher, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

G2.B2 The anticipated barrier is students are not using the research based intervention program Reading Plus 4.0 consistently.

G2.B2.S1 Implement a morning computer lab by invitation, geared to students in need of the Reading Plus program. Establish student incentives for daily attendance and monitor student progress on Reading Plus 4.0.

Action Step 1

Students will use Reading Plus, Tumblebooks, Starfall, and Destination Riverdeep in morning computer lab, during Fine Arts, and in the classroom daily.

Person or Persons Responsible

Administration, Reading Resource Teacher, ITSA

Target Dates or Schedule

Daily throughout the 2013-2014 school year

Evidence of Completion

Classroom visits, computer program reports, Reading Diagnostics, and Reading FCAT 2.0

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

Classroom visits, computer program reports, Reading Diagnostics, and Reading FCAT 2.0

Person or Persons Responsible

Principal, Assistant Principal, Reading Resource Teacher, ITSA

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

Plan to Monitor Effectiveness of G2.B2.S1

Reading Diagnostics and Reading FCAT 2.0

Person or Persons Responsible

Principal, Assistant Principal, Reading Resource Teacher, ITSA

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

G2.B3 The anticipated barrier is that the comprehensive support for English Language Learners are limited.

G2.B3.S1 Increase professional development for general education teachers to support/instruct their English Language Learners. Increase collaboration between ESOL and general education teachers.

Action Step 1

Increase collaboration between ESOL teacher and general education teachers and provide professional development opportunities. ESOL teacher will meet with general education teachers to explain and discuss the ELDC and ELL plans as well as provide strategies to implement in their classrooms.

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher/Contact, Classroom Teachers, PDD Team

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 Reading FCAT 2.0

Facilitator:

Ms. Stacey Marcinkoski

Participants:

Classroom Teachers

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

Lesson plan monitoring, Classroom visits, Reading Diagnostics, ELL data chats

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher/ Contact, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

Plan to Monitor Effectiveness of G2.B3.S1

Reading Diagnostics and Reading FCAT 2.0

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher/Contact, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

G2.B4 The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.

G2.B4.S1 Continue to implement Lucy Calkins' Reading Workshop with fidelity in all grade levels.

Action Step 1

Provide explicit mini-lessons, conferencing with students during independent reading, small groups to target specific skills. Professional Development will be provided at Curriculum Meetings and LTM Meetings each month with teams analyzing current data and Reading Workshop Strategies.

Person or Persons Responsible

Classroom teachers, Resource Teachers

Target Dates or Schedule

90 minutes daily

Evidence of Completion

Lesson plan monitoring, classroom visits, informal and formal observations

Facilitator:

Reading Leadership Team

Participants:

Classroom Teachers, Resource Teachers

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

Lesson plan monitoring, classroom visits, informal and formal observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Lesson plans, Reading Diagnostic and Reading FCAT 2.0 results

Plan to Monitor Effectiveness of G2.B4.S1

Reading Diagnostics and Reading FCAT 2.0

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

G2.B5 The anticipated barrier is new staff and teachers lack experience with RRR assessments K-8 Continuum, and Reading Workshop.

G2.B5.S1 Training opportunities will be provided on RRR and K-5 assessments at the school and district professional development.

Action Step 1

Resource teachers will provide training to new staff and teachers on RRR assessments and K-8 Continuum. District will provide RRR trainings for all teachers that have not attended RRR Level 1 Training.

Person or Persons Responsible

Resource Teachers, Classroom Teachers

Target Dates or Schedule

August 2013-October 2013

Evidence of Completion

EDW charts and observations.

Facilitator:

Resource Teachers (including RTI, Academic Resource, ESOL Teacher/Contact, SAI)

Participants:

New Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

RRR and EDW entry

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers

Target Dates or Schedule

Throughout the 2013-2014 School Year

Evidence of Completion

EDW Data

Plan to Monitor Effectiveness of G2.B5.S1

RRR

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers

Target Dates or Schedule

Throughout the 2013-2014 School Year

Evidence of Completion

Reading Diagnostics and Reading FCAT 2.0

G2.B5.S2 Provide summer professional development opportunities for two teachers to travel to Teacher College in NYC to receive training for Reading Workshop with the experts. Have these teacher then provide professional development and support to the faculty.

Action Step 1

Professional development at Columbia University for Reading workshop

Person or Persons Responsible

Mrs. Lorraine Sotelo, Mrs. Crystal Daniels-Hutchings

Target Dates or Schedule

Ongoing 2013- 2014 School year

Evidence of Completion

Professional development opportunities, Teacher observations , classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Professional Developments, classroom observations and walkthroughs

Person or Persons Responsible

Principal, Assistant Principal, PD Team

Target Dates or Schedule

Throughout the 2013- 14 School Year

Evidence of Completion

2014 FCAT 2.0 results

Plan to Monitor Effectiveness of G2.B5.S2

Classroom observations and walkthroughs

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Ongoing 2013-14 school year

Evidence of Completion

FCAT 2.0 results

G2.B6 The anticipated barrier is that many students are not avid readers.

G2.B6.S1 In order to increase excitement for reading, we will implement fun reading programs such as Secret Book Club, Trade-A-Book Tuesday, Hawk's Hideaway, Reading Rocks, and Battle of the Books. We will also have classroom and grade level competitions related to reading goals.

Action Step 1

Secret Book Club, Trade-A-Book Tuesday, Hawk's Hideaway, Reading Rocks, and Battle of the Books.

Person or Persons Responsible

Classroom Teachers, Resource Teachers, Media Specialist

Target Dates or Schedule

Specified times will be advertised throughout the 2013-2014 school year

Evidence of Completion

Attendance will be monitored

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Attendance to events will be monitored along with student response to activities

Person or Persons Responsible

Principal, Assistant Principal, Rtl Resource Teacher, Academic Resource Teacher, Media Specialist, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G2.B6.S1

Attendance

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers, Resource Teachers, Media Specialist

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 Reading FCAT 2.0

G2.B7 The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards.

G2.B7.S1 Provide PDD and curriculum trainings with a focus on Common Core Standards. Utilize LTM for aligning instruction to standards.

Action Step 1

Attend Curriculum Meetings and LTM relating to Common Core Standards and implementing them within your classrooms.

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Target Dates or Schedule

Monthly throughout the 2013-2014 School Year

Evidence of Completion

Notes from LTM, Walk throughs, informal and formal observations, lesson plans

Facilitator:

Reading Leadership Team/Team Leaders

Participants:

Classroom Teachers, Resource Teachers

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Lesson Plans, LTM Notes

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly throughout the 2013-2014 School Year

Evidence of Completion

Lesson plans, Collaboration during meetings

Plan to Monitor Effectiveness of G2.B7.S1

Observations, Lesson Plans, Classroom Data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-2014 School year

Evidence of Completion

2014 Reading FCAT 2.0

G2.B8 The anticipated barrier is providing a variety of leveled reading materials as well as "Just Right" books for all grades.

G2.B8.S1 Provide leveled classroom libraries including all genres with instructional guidelines for student use as well as "Just Right" books for all grades to support Reading Workshop.

Action Step 1

Books will be purchased and placed within classrooms libraries.

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Reading Diagnostics and 2014 Reading FCAT 2.0

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Classroom visits and informal observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G2.B8.S1

Classroom visits and informal observations

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Reading FCAT 2.0

G3. During the 2014 Reading portion of the Florida Alternative Assessment, 30% of students will score at levels 4, 5, and 6 and 46% of students will score a level of 7 and above proficiency.

G3.B1 The anticipated barrier is ESE teachers need training on Access Points and resources available for teaching Reading.

G3.B1.S1 Attend training on Access Points as well as reading programs that coordinate with teaching Access Points.

Action Step 1

Coordinate trainings for teachers

Person or Persons Responsible

ESE Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout 2013-14 school year

Evidence of Completion

Classroom observation, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom observation, informal data assessment, IEP Goals

Person or Persons Responsible

ESE Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA Results

Plan to Monitor Effectiveness of G3.B1.S1

Student data, informal, formal assessments and observation

Person or Persons Responsible

ESE Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA results

G4. During the 2014 Comprehensive English Language Learning Assessment, 79% of the ELL students will score proficient in listening/speaking portion, 75% will score proficient in the reading portion, and 70% will score proficient in the writing portion.

G4.B1 The anticipated barrier is that the majority of ELL students are below proficiency according to LAS Links and/or the prior year's CELLA scores.

G4.B1.S1 Provide identified students with 90 minutes of sheltered language arts instruction.

Action Step 1

Lucy Calkins' Reading Workshop

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher/Contact

Target Dates or Schedule

90 minutes daily

Evidence of Completion

Classroom assessments, Reading Diagnostics (3-5), RRR, SRI, reading logs, and conferencing observations/notes

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Formal, informal, and walk-through observations as well as student data

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher/Contact

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Formal, informal, and walk-through observations as well as student data

Plan to Monitor Effectiveness of G4.B1.S1

Formal, informal, and walk-through observations as well as student data

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher/Contact

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 CELLA

G4.B2 The anticipated barrier is that the sheltered instructional time is limited to 90 minutes per day. ELL students have a limited grammar and vocabulary knowledge.

G4.B2.S1 Provide classroom teachers with strategies to implement oral language in the classroom. Provide targeted grammar lessons that are focused on individual student's needs. Implement activities for vocabulary development with consistent implementation to "Get to the Root of It" program.

Action Step 1

Learning Team Meetings, Team Lesson Planning with ESOL teacher input, Grade Level/Team scoring and analysis of writing pieces to ensure consistency in evaluating and planning instruction.

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Palm Beach Writes, FCAT Writes, CELLA

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Formal and informal observations, Classroom Walk-through observations

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 CELLA, FCAT Writes, Palm Beach Writes

Plan to Monitor Effectiveness of G4.B2.S1

2014 CELLA, FCAT Writes, Palm Beach Writes

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 CELLA

G4.B3 The anticipated barrier is that the students have limited or no language support at home and it is difficult to make a connection between reading at home and at school.

G4.B3.S1 Increase the percentage of student talk verse teacher talk in the classroom. Teachers will provide daily reading homework on the student's independent level, and provide dual language materials for students to read at home.

Action Step 1

Formal and informal observations, Classroom Walk-throughs. Team Lesson Planning, consistent monitoring and use of independent reading logs

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher, Classroom Teachers

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Running Reading Records, Teacher observations, 2014 CELLA, Palm Beach Writes

Plan to Monitor Fidelity of Implementation of G4.B3.S1

RRR, teacher observations, SRI, independent reading logs

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher, Classroom Teacher

Target Dates or Schedule

Throughout 2013-2014 school year

Evidence of Completion

Student data

Plan to Monitor Effectiveness of G4.B3.S1

Student data

Person or Persons Responsible

Principal, Assistant Principal, ESOL Teacher, Classroom Teacher

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 CELLA

G5. During the 2014 Writing portion of the FCAT 2.0, 65% of students will score a 3.5 or higher.

G5.B1 The anticipated barrier is the home/school connection with continuous vocabulary building and exposure.

G5.B1.S1 Increase the instruction in word work utilizing such programs as Words their Way to address spelling as well as "Building Vocabulary"to address vocabulary.

Action Step 1

Implement research based programs such as Words their Way and Get to the Root of it Programs.

Person or Persons Responsible

Classroom Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Palm Beach Writes, 2014 FCAT Writes

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor progress on Writing assessments as well as writing journals across curriculum.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT Writes

Plan to Monitor Effectiveness of G5.B1.S1

Palm Beach Writes, Performance Assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT Writes

G5.B2 The anticipated barrier is a need to extend writing instruction and practice beyond the school day.

G5.B2.S1 Implement a writing tutorial program for targeted students.

Action Step 1

Writing tutorial group based on targeted students needs

Person or Persons Responsible

Tutorial Teacher, Tutorial Administrator

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT Writes Results

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Palm Beach Writes, Performance Assessments

Person or Persons Responsible

Classroom Teachers, Tutorial Teachers, Tutorial Administrators

Target Dates or Schedule

Ongoing 2013-14 School Year

Evidence of Completion

2014 FCAT Writes

Plan to Monitor Effectiveness of G5.B2.S1

Palmbeach Writes, Performance Assessements

Person or Persons Responsible

Classroom Teschers, Assistant Principal, Tutorial Administrators

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT Writes

G5.B3 The anticipated barrier is teachers have insufficient training on teaching writing based on Common Core Standards.

G5.B3.S1 Implement Lucy Calkins Writing Workshop.

Action Step 1

Utilize Lucy Calkins Wriiting Workshop Units of Study to implement Writing Workshop.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Planning meetings, LTMs, Performance assessments ,and Palm Beach Writes

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Monitor student written assessments and teacher planning meetings.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT Writes

Plan to Monitor Effectiveness of G5.B3.S1

Monitor student progress on Performance assessments and Palm Beach Writes

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT Writes

G6. During the 2014 Writing portion of the Florida Alternative Assessment, 71% of students will score a level 4 and above proficiency.

G6.B1 The anticipated barrier is ESE teachers need training on access points.

G6.B1.S1 Attend trainings on Access Points and continue to obtain training on Common Core and Access Points for standards.

Action Step 1

Trainings will be coordinated with teachers.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Team Meetings, Classroom Observation and walkthroughs

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Observations and lesson plans

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA results

Plan to Monitor Effectiveness of G6.B1.S1

Classroom observation and data collection

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA Results

G7. During the 2014 Mathematics portion of FCAT 2.0, 66% of students in grades 3-5 will meet or exceed proficiency.

G7.B1 The anticipated barrier is students are not performing at proficiency based on the 2013 FCAT 2.0.

G7.B1.S1 Implement a tutorial program targeting students that dropped in proficiency due to changes on FCAT 2.0 as well as other students that are below proficiency.

Action Step 1

Use data driven decisions on students entered into HATS Program. Strategic tutorial groups based on student needs. Pre and Post assessments.

Person or Persons Responsible

Principal, Assistant Principal, Tutorial Coordinator

Target Dates or Schedule

Beginning October 2013

Evidence of Completion

Diagnostics, FCAT 2.0

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Collect Lesson Plans, Data Driven Lessons, Teacher Observation and Formative Assessments, Monitoring student attendance

Person or Persons Responsible

Teacher Tutors, Tutorial Coordinator, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Collect Lesson Plans, Data Driven Lessons, Teacher Observation and Formative Assessments, Monitoring student attendance

Plan to Monitor Effectiveness of G7.B1.S1

Collect Lesson Plans, Data Driven Lessons, Teacher Observation and Formative Assessments, Monitoring student attendance

Person or Persons Responsible

Tutorial Teachers, Tutorial Coordinator, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Collect Lesson Plans, Data Driven Lessons, Teacher Observation and Formative Assessments, Monitoring student attendance

G7.B2 The anticipated barrier is that homeroom teachers have limited math resources.

G7.B2.S1 Hire a .5 Academic Resource teacher to provide professional development opportunities and Common Core Math resources.

Action Step 1

Academic resource teacher will come into the classroom to add differentiated small group instruction time, Common Core Aligned Resources will be provided, and administration will make common core aligned professional development opportunities available for teachers.

Person or Persons Responsible

Academic Resource Teacher, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Academic Resource Teacher's schedule, Professional Development Agendas

Facilitator:

.5 academic and PD math resource

Participants:

Administration, all teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Academic resource teacher will come into the classroom to add differentiated small group instruction time, Common Core Aligned Resources will be provided, and administration will make common core aligned professional development opportunities available for teachers.

Person or Persons Responsible

Academic Resource Teacher, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Academic Resource Schedule, Administrative walkthroughs and observations

Plan to Monitor Effectiveness of G7.B2.S1

Academic resource teacher will come into the classroom to add differentiated small group instruction time, Common Core Aligned Resources will be provided, and administration will make common core aligned professional development opportunities available for teachers.

Person or Persons Responsible

Academic Resource Teachers, Principal and Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Academic Resource Schedule, walkthroughs and teacher observations

G7.B3 The anticipated barrier is that technology is not being fully utilized in our math instruction.

G7.B3.S1 Provide professional development for implementing technology resources. Designate one of our two computer labs for math use and practice.

Action Step 1

Teachers will attend GIZMO, Destination Math, and Think Central Training, and be given opportunities to practice with colleagues and strategies to implement in the classrooms.

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Agendas and certification points will be collected in reference to attended trainings.

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Teachers will attend GIZMO, Destination Math, and Think Central Training, and be given opportunities to practice with colleagues and strategies to implement in the classrooms.

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Agendas and certification points will be collected in reference to attended trainings.

Plan to Monitor Effectiveness of G7.B3.S1

Teachers will attend GIZMO, Destination Math, and Think Central Training, and be given opportunities to practice with colleagues and strategies to implement in the classrooms.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Agendas and certification points will be collected in reference to attended trainings. Walk throughs and administrative evaluations will incorporate use of technology studied at trainings.

G7.B4 The anticipated barrier is that teachers have limited ability to meet with multiple differentiated skill groups.

G7.B4.S1 Academic Resource teacher will target students needing math remediation based on data, and come into the classroom during math instruction to meet with small differentiated skill groups, using data driven lessons and strategies to present common core standard math skills.

Action Step 1

After gathering and analyzing data, from diagnostics, classroom assessments, and technology resource programs, the Academic Resource Teacher and the Classroom teacher will determine students that need remediation, and form differentiated skill groups.

Person or Persons Responsible

Homeroom teachers and Academic Resource Teacher

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Continued assessments, data, and Academic Resource Schedule once created.

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Academic Resource Teacher will provide a schedule and data will be monitored.

Person or Persons Responsible

Academic Resource Teacher ,Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Data from diagnostics, classroom assessments and common assessments.

Plan to Monitor Effectiveness of G7.B4.S1

Academic Resource Teacher will set specific goals for the students she will work with.

Person or Persons Responsible

Academic Resource Teacher, Homeroom Teacher, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Walkthroughs and Observations, Data on formative and summative assessments.

G7.B5 The anticipated barrier is parents need assistance with utilizing the Go Math program and learning new strategies to help their child or children at home.

G7.B5.S1 Math Leadership team will plan Math morning and evening trainings to assist parents with Go Math strategies and Common Core Standards.

Action Step 1

Math Leadership team will coordinate and plan Math trainings.

Person or Persons Responsible

Math Leadership Team

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0 Results

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Attendance Logs, Parent Surveys and Feedback

Person or Persons Responsible

Math Leadership Team

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0 Results

Plan to Monitor Effectiveness of G7.B5.S1

Parent Feedback, Student data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0 Results

G8. On the 2014 Mathematics portion of the FCAT 2.0, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of students in the lowest 25% will make learning gains.

G8.B1 The anticipated barrier is correlating Common Core State Standards and Next Generations Sunshine State Standards.

G8.B1.S1 A compilation of standards based and data driven strategies, lessons, and assessments for mathematics.

Action Step 1

Each grade level will compile strategies and assessments in to a Hawks Eye View binder.

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Data analysis of assessments

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Data analysis of assessments

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Data chats and lesson plans

Plan to Monitor Effectiveness of G8.B1.S1

Data analysis

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Data chats and lesson plans

G8.B2 The anticipated barrier is limited time for students to apply math to real world scenarios.

G8.B2.S1 The students will participate in a school wide, problem solving activity and daily practice on basic computations.

Action Step 1

Provide daily activities for students to practice computation skills and problem solving.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will display problem and evidence of learning outside their classrooms.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Evidence of drills and activities will be reviewed

Person or Persons Responsible

Academic Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will receive problems with vocabulary and answers to the weekly problems in advance via email. They will incorporate this in their math plans.

Plan to Monitor Effectiveness of G8.B2.S1

Students will solve and write about the math concepts used in their math journals. Drills will be used in the classroom.

Person or Persons Responsible

Classroom Teachers will monitor for effectiveness.

Target Dates or Schedule

Weekly

Evidence of Completion

Math Journals

G8.B3 The anticipated barrier is the lack of teacher knowledge to efficiently and effectively target specific skills needed in math instruction.

G8.B3.S1 Hire a .5 Academic Resource teacher to assist in differentiating instruction and working with students in the lowest 25%.

Action Step 1

Hire a Academic Resource Teacher to work with target students in classrooms.

Person or Persons Responsible

Ms. Jacquelyn Jones Math Academic Resource Teacher

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Ms. Jones schedule, Teacher feedback, Diagnostics Results

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

Plan to Monitor Effectiveness of G8.B3.S1

Monitor Math Assessments, Diagnostics, Classroom observations, walkthroughs

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FCAT 2.0

G9. During the 2014 Mathematics portion of the Florida Alternate Assessment, 26% of students will score a level 4, 5, and 6 level and 44% of the students will score a level 7 or above proficiency.

G9.B1 The anticipated barrier is ESE teachers need training on Access Points and resources available for Math.

G9.B1.S1 Attend Trainings on Access Points as well as math programs that support Access Points.

Action Step 1

Trainings and professional development will be coordinated.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Lesson Plans, Team meetings, Classroom Observations

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Classroom Observation, Learning Team Meetings

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA Results

Plan to Monitor Effectiveness of G9.B1.S1

Data Collection, Informal Observation, IEP Goals

Person or Persons Responsible

Classroom Teacher, Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA Results

G10. During the 2014 Science portion of FCAT, 30% of the fifth grade students will achieve proficiency at a level 3.

G10.B1 The anticipated barrier is the lack of student practice with the scientific process.

G10.B1.S1 Within the classroom and science lab, teachers will utilize hands-on experiments focusing on Big Idea 1 and 2 in K-5. The amount of hands-on experiments will be determined by the Big Idea being taught with a minimum of one experiment conducted per Big Idea. Explicit vocabulary instruction pertaining to Big Idea 1 and 2 in grades K-5 while conducting hands-on experiments and classroom discussion.

Action Step 1

By creating and utilizing the Hawk's Eye Science and ARM's binders, teachers will directly focus on NGSSS/Big Ideas 1 and 2.

Person or Persons Responsible

K-5 teachers ,Science Lab teacher

Target Dates or Schedule

Daily

Evidence of Completion

2014 Science FCAT 2.0, Diagnostics, Performance assessments, Creation of Hawk's Science Binder

Facilitator:

PD Team, Science Lab Teacher

Participants:

K-5 Classroom Teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Hands-on Experiments

Person or Persons Responsible

K-5 teachers, Science Lab teacher

Target Dates or Schedule

A minimum of one hands-on experiments conducted per Big Idea.

Evidence of Completion

Utilizing Science notebooks to document scientific method. Completed projects. Lesson Plans

Plan to Monitor Effectiveness of G10.B1.S1

Knowledge of scientific processes will be assessed formally and informally.

Person or Persons Responsible

K-5 teachers, Science Lab teachers

Target Dates or Schedule

Formally - minimum of one assessment per Big Idea Informally - continuous through lessons and activities in each Big Idea

Evidence of Completion

School and District provided student achievement data, informal assessments (observations, products, etc), formal assessment

G10.B2 The anticipated barrier is that teachers need a deeper understanding of science concepts.

G10.B2.S1 Teachers will receive professional development in-house and on the district level.

Action Step 1

Professional development will be provided by colleagues and district-level employees.

Person or Persons Responsible

K-5 teachers, Science Lab teacher

Target Dates or Schedule

At least once a month

Evidence of Completion

Improvement in student achievement which can be seen through data.

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Lesson Plans, Agendas, Sign-in sheets

Person or Persons Responsible

K-5 teachers, Science Lab teacher

Target Dates or Schedule

Month following professional development

Evidence of Completion

Student achievement data, lesson plans, science notebooks

Plan to Monitor Effectiveness of G10.B2.S1

Data from performance assessments, Diagnostics, Utilization of science journals

Person or Persons Responsible

K-5 teachers , Science Lab teacher

Target Dates or Schedule

Monthly after completing professional development

Evidence of Completion

Performance assessments, science journals, Diagnostics, FCAT 2.0

G10.B3 The anticipated barrier is that there are academic deficiencies within the students' knowledge.

G10.B3.S1 Discover deficiencies through assessments. Dedicate classroom instruction time to identify gaps and develop lessons based on student needs.

Action Step 1

Teachers give pre-assessments and district provided assessments and determine student needs. Teachers dedicate classroom time through whole-group instruction, skill grouping and re-teaching science concepts.

Person or Persons Responsible

K-5 teachers Science lab teacher

Target Dates or Schedule

Beginning of school year and of each Big Idea. Fall and Winter Diagnostic testing. Instruction time needs to be daily.

Evidence of Completion

Class schedules; pre-assessments results, Diagnostic results, LTM notes, Team meeting notes, Evidence of student work

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Pre-assessment results, Lesson Plans, Scope and Sequence

Person or Persons Responsible

K-5 teachers Science Lab teacher Principal Assistant Principal

Target Dates or Schedule

Beginning of the year Beginning of each Big Idea

Evidence of Completion

LTM notes, iObservations (formal and informal), Team Meeting Notes

Plan to Monitor Effectiveness of G10.B3.S1

Student achievement data- informal and formal assessments

Person or Persons Responsible

K-5 teachers Science Lab teacher

Target Dates or Schedule

Formal is at the end of each Big Idea On-going informal assessments

Evidence of Completion

Informal and Formal assessments

G11. During the 2014 Science portion of FCAT, 42% of the fifth grade students will achieve a score at or above a level 4.

G11.B1 Teachers need to provide enrichment opportunities for a deeper understanding of science concepts.

G11.B1.S1 Teachers need to attend and utilize information learned at professional development and in-house trainings.

Action Step 1

Professional development and in-house training

Person or Persons Responsible

K-5 teachers, Science Lab teacher

Target Dates or Schedule

A minimum of one a month

Evidence of Completion

Agendas, Sign-in sheets, Student work, Student achievement data

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Lesson Plans, Team Meeting notes, Observations

Person or Persons Responsible

K-5 teachers, Science Lab teacher, Principal, Assistant Principal

Target Dates or Schedule

Month after enrichment professional development

Evidence of Completion

Lesson Plans, Observations

Plan to Monitor Effectiveness of G11.B1.S1

Student achievement data through formal and informal assessments

Person or Persons Responsible

K-5 teachers, Science Lab teacher

Target Dates or Schedule

One formal assessment per Big Idea. Informal assessments are ongoing throughout 2013-14 school year.

Evidence of Completion

Student achievement data, Performance assessment data, LTM notes

G12. During the 2014 Science portion of the Florida Alternative Assessment, 26% of students will score at levels, 4,5,6 and 44% of students will score at or above level 7.

G12.B1 The anticipated barrier is ESE teachers need training on access points and Unique Learning.

G12.B1.S1 Attend trainings on Access Points, Unique Learning and continue to obtain training on Common Core and Access Points for standards.

Action Step 1

Trainings will be coordinated with teachers.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Team Meetings, Classroom Observation and walkthroughs

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Observations and lesson plans

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA results

Plan to Monitor Effectiveness of G12.B1.S1

Classroom observation and data collection

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

2014 FAA Results

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 I funds will be utilized to purchase Rtl/ Reading Resource teacher to assist with the implementation of Rtl as well as assisting in providing additional assistance with research based reading instruction and support literacy and the implementation of Reading Workshop at Hidden Oaks. Title 1 funds will also be used to purchase a academic resource teacher who will assist teachers with implementation of math workshop and work to provide instruction for students struggling in math. Title 1 will be utilized to purchase an annual contract of Reading Plus 4.0. Reading Plus is a research based strategy that is aligned with common core standards. We will utilize the program in computer labs and target struggling students to use the labs as well all other students school wide. Title 1 will be used to fund professional development as well as 2013 Summer Institutes and other trainings to support the implementation of reading and writing workshop as well as the implementation of common core standards. Title I funds will also be used to purchase materials such as books, folders, buff paper, pens stickies etc, which will assist in implementation of reading and writing workshop. Funding is also used to provide tutorial services to ensure that students requiring additional remediation are assisted through morning and afternoon tutorial programs. Additional funding is utilized to provide enrichment serves to maintain proficiency levels of students. Additional funds will be used to purchase math and science manipulatives as well as consumable materials for science experiments. Funding for parent involment trainings will be set aside to provide trainings to assist parents in all content core areas as well as provide materials and food for trainings to accomodate parents.

Part C - Migrant

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

Title I, Part D

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X - Homeless

The school district provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney- Vento Act to to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI teacher is an experienced teacher. She will provide 30-45 minutes of reading support to 2nd and 3rd grade. Priority will begin with all 2nd grade students based on Reading Running Records. Next, retained third grade students who scored level 1 on FY13 FCAT Reading 2.0. Last, third grade students with reading deficiencies that are receiving 30 minutes of intensive reading outside of the 90 minute literacy block. For instruction we will use research based programs such as the LLI program.

Violence Prevention Programs

Hidden Oaks educates students and parents on bullying awareness. We support the Zero Tolerance Policy and teach Character Education through SWPBS, CHAMPS, and Guidance Services. Hidden Oaks has a Crisis Response team that is trained in Vital and PCM.

Hidden Oaks implements a Single School Culture that is embedded in our learning experience. Single

School Culture and appreciation for Multicultural Diversity is also embedded in our school learning experience.

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. During the 2014 Reading portion of FCAT 2.0, 73% of the students in grades 3-5 will meet or exceed proficiency.

G1.B2 The anticipated barrier is inconsistency in the use of high complexity Webb's Depth of Knowledge levels 3&4 questions in lesson plans and lesson plan implementation.

G1.B2.S1 Provide Professional development on differentiated instruction using Webb's Depth of Knowledge and Marzano training on Deepening Levels of Teaching.

PD Opportunity 1

PDD Training On Marzano and Webb's Depth of Knowledge

Facilitator

PD Team

Participants

All Teachers

Target Dates or Schedule

Throughout 2013-14 school year

Evidence of Completion

PDD Agendas, Sign ins

G1.B6 The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.

G1.B6.S1 Continue to implement Lucy Calkins' Reading Workshop with fidelity in all grade levels.

PD Opportunity 1

Provide explicit mini-lessons, conferencing with students during independent reading, small groups to target specific skills. Professional Development will be provided at Curriculum Meetings and LTM Meetings each month with teams analyzing current data and Reading Workshop Strategies.

Facilitator

Reading Leadership Team

Participants

Classroom Teachers, Resource Teachers

Target Dates or Schedule

90 minutes daily

Evidence of Completion

Lesson plan monitoring, classroom visits, informal and formal observations

G1.B8 The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards and teaching the higher level thinking that is required by Common Core.

G1.B8.S1 Provide Professional Development and Curriculum trainings with a focus on Common Core Standards.

PD Opportunity 1

Attend Professional Development, Curriculum Meetings and Learning team meetings relating to Common Core Standards and implementing them within your classrooms.

Facilitator

Reading Leadership Team/Team Leaders

Participants

Classroom Teachers, Resource Teachers

Target Dates or Schedule

Monthly throughout the 2013-2014 school year

Evidence of Completion

Notes from Learning team meetings, Walk throughs, informal and formal observations, lesson plans

G2. On the 2013-14 FCAT 2.0 Reading portion, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of the students in the lowest 25% will make learning gains in reading.

G2.B1 The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.

G2.B1.S3 Hire a .5 Reading Resource teacher to provide teachers with assistance in developing strategies for students not meeting proficiency.

PD Opportunity 1

Work with teachers to provide support and strategies for students that are below proficiency.

Facilitator

Mrs. Stacey Hoffman

Participants

Classroom teachers

Target Dates or Schedule

Ongoing 2013 - 14 school year

Evidence of Completion

2014 FCAT 2.0 Results

G2.B3 The anticipated barrier is that the comprehensive support for English Language Learners are limited.

G2.B3.S1 Increase professional development for general education teachers to support/instruct their English Language Learners. Increase collaboration between ESOL and general education teachers.

PD Opportunity 1

Increase collaboration between ESOL teacher and general education teachers and provide professional development opportunities. ESOL teacher will meet with general education teachers to explain and discuss the ELDC and ELL plans as well as provide strategies to implement in their classrooms.

Facilitator

Ms. Stacey Marcinkoski

Participants

Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

2014 Reading FCAT 2.0

G2.B4 The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.

G2.B4.S1 Continue to implement Lucy Calkins' Reading Workshop with fidelity in all grade levels.

PD Opportunity 1

Provide explicit mini-lessons, conferencing with students during independent reading, small groups to target specific skills. Professional Development will be provided at Curriculum Meetings and LTM Meetings each month with teams analyzing current data and Reading Workshop Strategies.

Facilitator

Reading Leadership Team

Participants

Classroom Teachers, Resource Teachers

Target Dates or Schedule

90 minutes daily

Evidence of Completion

Lesson plan monitoring, classroom visits, informal and formal observations

G2.B5 The anticipated barrier is new staff and teachers lack experience with RRR assessments K-8 Continuum, and Reading Workshop.

G2.B5.S1 Training opportunities will be provided on RRR and K-5 assessments at the school and district professional development.

PD Opportunity 1

Resource teachers will provide training to new staff and teachers on RRR assessments and K-8 Continuum. District will provide RRR trainings for all teachers that have not attended RRR Level 1 Training.

Facilitator

Resource Teachers (including RTI, Academic Resource, ESOL Teacher/Contact, SAI)

Participants

New Classroom Teachers

Target Dates or Schedule

August 2013-October 2013

Evidence of Completion

EDW charts and observations.

G2.B7 The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards.

G2.B7.S1 Provide PDD and curriculum trainings with a focus on Common Core Standards. Utilize LTM for aligning instruction to standards.

PD Opportunity 1

Attend Curriculum Meetings and LTM relating to Common Core Standards and implementing them within your classrooms.

Facilitator

Reading Leadership Team/Team Leaders

Participants

Classroom Teachers, Resource Teachers

Target Dates or Schedule

Monthly throughout the 2013-2014 School Year

Evidence of Completion

Notes from LTM, Walk throughs, informal and formal observations, lesson plans

G7. During the 2014 Mathematics portion of FCAT 2.0, 66% of students in grades 3-5 will meet or exceed proficiency.

G7.B2 The anticipated barrier is that homeroom teachers have limited math resources.

G7.B2.S1 Hire a .5 Academic Resource teacher to provide professional development opportunities and Common Core Math resources.

PD Opportunity 1

Academic resource teacher will come into the classroom to add differentiated small group instruction time, Common Core Aligned Resources will be provided, and administration will make common core aligned professional development opportunities available for teachers.

Facilitator

.5 academic and PD math resource

Participants

Administration, all teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Academic Resource Teacher's schedule, Professional Development Agendas

G10. During the 2014 Science portion of FCAT, 30% of the fifth grade students will achieve proficiency at a level 3.

G10.B1 The anticipated barrier is the lack of student practice with the scientific process.

G10.B1.S1 Within the classroom and science lab, teachers will utilize hands-on experiments focusing on Big Idea 1 and 2 in K-5. The amount of hands-on experiments will be determined by the Big Idea being taught with a minimum of one experiment conducted per Big Idea. Explicit vocabulary instruction pertaining to Big Idea 1 and 2 in grades K-5 while conducting hands-on experiments and classroom discussion.

PD Opportunity 1

By creating and utilizing the Hawk's Eye Science and ARM's binders, teachers will directly focus on NGSSS/Big Ideas 1 and 2.

Facilitator

PD Team, Science Lab Teacher

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

2014 Science FCAT 2.0, Diagnostics, Performance assessments, Creation of Hawk's Science Binder

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	During the 2014 Reading portion of FCAT 2.0, 73% of the students in grades 3-5 will meet or exceed proficiency.	\$41,587
G2.	On the 2013-14 FCAT 2.0 Reading portion, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of the students in the lowest 25% will make learning gains in reading.	\$31,737
G5.	During the 2014 Writing portion of the FCAT 2.0, 65% of students will score a 3.5 or higher.	\$3,999
G7.	During the 2014 Mathematics portion of FCAT 2.0, 66% of students in grades 3-5 will meet or exceed proficiency.	\$36,380
G8.	On the 2014 Mathematics portion of the FCAT 2.0, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of students in the lowest 25% will make learning gains.	\$31,587
G10.	During the 2014 Science portion of FCAT, 30% of the fifth grade students will achieve proficiency at a level 3.	\$2,500
Total		\$147,790

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Professional Development	Other	Total
Title 1	\$8,500	\$127,847	\$9,500	\$150	\$1,793	\$147,790
Total	\$8,500	\$127,847	\$9,500	\$150	\$1,793	\$147,790

Budget Details

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

G1. During the 2014 Reading portion of FCAT 2.0, 73% of the students in grades 3-5 will meet or exceed proficiency.

G1.B1 The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.

G1.B1.S1 Implement a tutorial program targeting students that have scored below proficiency on 2013 Reading FCAT 2.0 and the 2014 Reading Diagnostic tests.

Action Step 1

Students will be selected according to the data and entered into the HATS tutorial program and the morning computer lab program. Strategic tutorial groups will be based on student needs.

Resource Type

Evidence-Based Program

Resource

Part Time in system

Funding Source

Title 1

Amount Needed

\$3,000

G1.B1.S2 Hire a .5 Rtl resource teacher to work with targeted students that are below proficiency in reading and are in the process of reading interventions.

Action Step 1

Work with teachers to identify students that are in need of Rtl based on data assessment. Utilize research based methods to drive instruction.

Resource Type

Personnel

Resource

Salary Resource Teacher

Funding Source

Title 1

Amount Needed

\$31,587

G1.B5 The anticipated barrier is providing a variety of higher leveled reading materials as well as "Just Right" books for all grades

G1.B5.S1 Provide leveled classroom libraries including all genres with instructional guidelines for student use as well as "Just Right" books for all grades to support Reading Workshop.

Action Step 1

Books will be purchased and placed within classrooms libraries.

Resource Type

Evidence-Based Materials

Resource

Classroom libraries, materials to support workshop, post it's, chart paper, notebooks, folders title 1

Funding Source

Title 1

Amount Needed

\$7,000

G2. On the 2013-14 FCAT 2.0 Reading portion, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of the students in the lowest 25% will make learning gains in reading.

G2.B1 The anticipated barrier is students not performing at proficiency based on the 2013 FCAT 2.0.

G2.B1.S3 Hire a .5 Reading Resource teacher to provide teachers with assistance in developing strategies for students not meeting proficiency.

Action Step 1

Work with teachers to provide support and strategies for students that are below proficiency.

Resource Type

Personnel

Resource

Academic Resource Teacher Salary

Funding Source

Title 1

Amount Needed

\$31,587

G2.B7 The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards.

G2.B7.S1 Provide PDD and curriculum trainings with a focus on Common Core Standards. Utilize LTM for aligning instruction to standards.

Action Step 1

Attend Curriculum Meetings and LTM relating to Common Core Standards and implementing them within your classrooms.

Resource Type

Professional Development

Resource

Professional Development in Common Core Standards

Funding Source

Title 1

Amount Needed

\$150

G5. During the 2014 Writing portion of the FCAT 2.0, 65% of students will score a 3.5 or higher.

G5.B2 The anticipated barrier is a need to extend writing instruction and practice beyond the school day.

G5.B2.S1 Implement a writing tutorial program for targeted students.

Action Step 1

Writing tutorial group based on targeted students needs

Resource Type

Personnel

Resource

Resource Teacher Salary

Funding Source

Title 1

Amount Needed

\$1,499

G5.B3 The anticipated barrier is teachers have insufficient training on teaching writing based on Common Core Standards.

G5.B3.S1 Implement Lucy Calkins Writing Workshop.

Action Step 1

Utilize Lucy Calkins Writing Workshop Units of Study to implement Writing Workshop.

Resource Type

Evidence-Based Program

Resource

mentor text materials to support workshop, post it's, chart paper, notebooks, folders title 1

Funding Source

Title 1

Amount Needed

\$2,500

G7. During the 2014 Mathematics portion of FCAT 2.0, 66% of students in grades 3-5 will meet or exceed proficiency.

G7.B1 The anticipated barrier is students are not performing at proficiency based on the 2013 FCAT 2.0.

G7.B1.S1 Implement a tutorial program targeting students that dropped in proficiency due to changes on FCAT 2.0 as well as other students that are below proficiency.

Action Step 1

Use data driven decisions on students entered into HATS Program. Strategic tutorial groups based on student needs. Pre and Post assessments.

Resource Type

Evidence-Based Program

Resource

Part time in system

Funding Source

Title 1

Amount Needed

\$3,000

G7.B2 The anticipated barrier is that homeroom teachers have limited math resources.

G7.B2.S1 Hire a .5 Academic Resource teacher to provide professional development opportunities and Common Core Math resources.

Action Step 1

Academic resource teacher will come into the classroom to add differentiated small group instruction time, Common Core Aligned Resources will be provided, and administration will make common core aligned professional development opportunities available for teachers.

Resource Type

Personnel

Resource

Salary Academic Resource Teacher

Funding Source

Title 1

Amount Needed

\$31,587

G7.B5 The anticipated barrier is parents need assistance with utilizing the Go Math program and learning new strategies to help their child or children at home.

G7.B5.S1 Math Leadership team will plan Math morning and evening trainings to assist parents with Go Math strategies and Common Core Standards.

Action Step 1

Math Leadership team will coordinate and plan Math trainings.

Resource Type

Other

Resource

Parent Involvement , Paper, supplies, food, make and take activities

Funding Source

Title 1

Amount Needed

\$1,793

G8. On the 2014 Mathematics portion of the FCAT 2.0, 65% of students in grades 4-5 and retained 3rd graders will make learning gains. 56% of students in the lowest 25% will make learning gains.

G8.B3 The anticipated barrier is the lack of teacher knowledge to efficiently and effectively target specific skills needed in math instruction.

G8.B3.S1 Hire a .5 Academic Resource teacher to assist in differentiating instruction and working with students in the lowest 25%.

Action Step 1

Hire a Academic Resource Teacher to work with target students in classrooms.

Resource Type

Personnel

Resource

Academic Resource Teacher Salary

Funding Source

Title 1

Amount Needed

\$31,587

G10. During the 2014 Science portion of FCAT, 30% of the fifth grade students will achieve proficiency at a level 3.

G10.B1 The anticipated barrier is the lack of student practice with the scientific process.

G10.B1.S1 Within the classroom and science lab, teachers will utilize hands-on experiments focusing on Big Idea 1 and 2 in K-5. The amount of hands-on experiments will be determined by the Big Idea being taught with a minimum of one experiment conducted per Big Idea. Explicit vocabulary instruction pertaining to Big Idea 1 and 2 in grades K-5 while conducting hands-on experiments and classroom discussion.

Action Step 1

By creating and utilizing the Hawk's Eye Science and ARM's binders, teachers will directly focus on NGSSS/Big Ideas 1 and 2.

Resource Type

Evidence-Based Materials

Resource

Consumables and Non- consumables for Hands on Science experiments.

Funding Source

Title 1

Amount Needed

\$2,500