



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Hidden Oak Elementary School**

2100 FORT CLARKE BLVD

Gainesville, FL 32606

352-333-2801

<http://www.sbac.edu/pages/acps>

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
30%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
46%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

**2009-10**  
A

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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Hidden Oak Elementary School

##### Principal

Ron Knowles

##### School Advisory Council chair

Nancy Pearl

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

Name	Title
Martha Evans	Curriculum Resource Teacher
Karen Doll	Guidance Counselor
Tonya Futch	Assistant Principal

#### District-Level Information

##### District

Alachua

##### Superintendent

Dr. W. Daniel Boyd, Jr.

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

Pending

### 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

The SAC is composed of the principal, 5 teachers, 3 parents, 1 career service employee, and 4 other citizens. Two of the members are new this school year.

#### Involvement of the SAC in the development of the SIP

On June 6, 2013 committee chairpersons met with the SAC to share proposed changes to the 2013-14 SIP. SAC members were able to provide feedback on each section of the plan at this meeting. Limited FCAT data was also shared with the SAC at this meeting. On the September 25, 2013 SAC meeting all FCAT data from 2013 was shared along with data from the past 4 years for our school.

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

Assist in the creation of Climate Surveys and share in examining the results.  
 Work with the faculty in the development of the 2013-2014 School Improvement Plan.  
 To assist with the distribution of school recognition money.  
 Serve in an advisory capacity to the school principal.

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

Technology supplies(SmartBoard projector bulbs, printer ink, etc.) \$1,000.00

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

In Compliance

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

**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:**

**Ron Knowles**

Principal

Years as Administrator: 8

Years at Current School: 9

**Credentials**

BA—Elementary Education, University of Florida

MA—Educational Leadership, Nova University

**Performance Record**

Principal Hidden Oak 2012-2013

Grade A, Reading Meeting High Standards: 83%, 65% made Learning Gains, 64% of Lowest 25% made gains

Math: Meeting High Standards : 87%, 75% made Learning Gains, 69% of Lowest 25% made gains

Writing: Meeting High Standards: 67%

Science: Meeting High Standards: 95%

Principal Hidden Oak 2011-2012

Grade A, Reading: Meeting High Standards: 85%, 75% made Learning Gains, 64% of Lowest 25% made gains

Math: Meeting High Standards 92%, 87% made Learning Gains, 87% of Lowest 25% made gains

Writing: Meeting High Standards 96%

Science: Meeting High Standards 93%

Principal Hidden Oak 2010-2011

Grade A, Reading: Meeting High Standards: 95%, 71% made Learning Gains, 77% of Lowest 25% made gains

Math: Meeting High Standards 96%, 83% made Learning Gains, 90% of lowest 25% made gains

Writing: Meeting High Standards: 96%

Science: Meeting High Standards 84%

AYP was not met due to the Economically Disadvantaged subgroup not meeting proficiency in reading

**Tonya Futch**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

BA--Elementary Education, St. Leo University  
 MA--Educational Leadership, Western Governors University

**Performance Record**

BRT (Behavior Resource Teacher) Littlewood Elementary  
 2012-2013  
 Grade A, Reading: Meeting High Standards: 67%, 66% made Learning Gains, 64% of lowest 25% made gains  
 Math: Meeting High Standards: 70%, 65% made Learning Gains, 63% of lowest 25% made gains  
 Writing: Meeting High Standards: 65%  
 Science: Meeting High Standards: 68%  
 BRT Littlewood Elementary 2011-2012  
 Grade A, Reading: Meeting High Standards: 67%, 67% made Learning Gains, 67% of lowest 25% made gains  
 Math: Meeting High Standards: 65%, 60% made Learning Gains, 60% of lowest 25% made gains  
 Writing: Meeting High Standards: 88%  
 Science: Meeting High Standards: 54%  
 BRT Littlewood Elementary 2010-2011  
 Grade A, Reading: Meeting High Standards: 84%, 77% made Learning Gains, 60% of lowest 25% made gains  
 Math: Meeting High Standards: 84%, 64% made Learning Gains, 65% of lowest 25% made gains  
 Writing: Meeting High Standards: 98%  
 Science: Meeting High Standards: 67%

**Classroom Teachers**

**# of classroom teachers**

51

**# receiving effective rating or higher**

50, 98%

**# Highly Qualified Teachers**

100%

**# certified in-field**

51, 100%

**# ESOL endorsed**

32, 63%

**# reading endorsed**

5, 10%

**# with advanced degrees**

31, 61%

**# National Board Certified**

5, 10%

**# first-year teachers**

3, 6%

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

7, 14%

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

19, 37%

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

22, 43%

**Education Paraprofessionals**

**# of paraprofessionals**

14

**# Highly Qualified**

5, 36%

**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**

- Regular Meetings of new teachers with Principal-- Principal, Assistant Principal
- Grade Level Meetings with new teacher and team-- Team Leader, CRT
- Mentor Coach to work with new teachers as part of District Beginning Teacher Program--Mentor Coach
- Soliciting referrals from current employees--Principal
- Observing college interns who are recommended by directing teachers-- Principal, Asst. Principal

**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**

Pairings are based on the experience and training of each mentor coach including grade level and subjects taught.  
 Planned mentoring activities include: Assist in completion of Beginning Teacher Program, lead monthly cohort meetings at school sites, and to support each beginning teacher in professional development  
 Principal and Assistant Principal meet formally with beginning teachers and teachers new to the school, to review best practices and professional expectations related to the culture of the school.  
 This group also receives training on the district's evaluation and observation tools, including key "look fors" in each domain.

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

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

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

The principal, assistant principal, curriculum resource teacher, and guidance counselor meet weekly to discuss concerns regarding students. At the meetings suggestions for addressing the needs of these students are discussed.

Data results of student tests are available to teachers, principal, assistant principal, and CRT on Google documents.

The Principal, Assistant Principal, Guidance Counselor, and CRT will meet with one grade level team each week to discuss data, monitor students' progress, and address concerns.

Lesson plans, which are turned in on a regular basis to the principal, will reflect an emphasis placed on providing differentiated instruction to meet the needs of students in all tiers.

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

Members of the RTI Leadership Team had input in the school improvement plan which was a collaborative effort of faculty, staff, and SAC. Curriculum committees and grade levels reviewed data and planned accordingly. These were shared with total faculty. Curriculum chairs also shared and discussed plans with SAC to arrive at the final SIP.

Principal/AP: Provides a common vision for use of data-based decision-making; assures that RTI is implemented according to district guidelines; oversees implementation and documentation of interventions; provides/secures needed professional development for staff.

Selected General Education Teachers: They provide information regarding how the FCIM operates. They work with the principal in sharing data with other faculty and work with teachers in developing intervention activities.

Guidance Counselor: Arranges for Educational Planning Team meetings to discuss teacher concerns regarding students; notifies parents of scheduled meetings so they may be in attendance.; assists in planning interventions; meets with teachers on a regular basis to change/modify interventions; assists teacher with record-keeping required for interventions; oversees necessary documentation required by the district.

Exceptional Education Teachers: Serve as resource in planning interventions.

School Psychologist: Participates in the collection of data and serves as a resource in planning intervention activities; attends meeting with parents to share information about intervention process; provides evaluation for selected students.

Speech Pathologist: Performs language screening on students who are being scheduled for EPT meetings; serves as a resource for teachers when planning interventions that are language related.

Curriculum Resource Teacher: Facilitates and supports data collection activities, works with teachers on using data to plan for instruction, and serves as a resource in EPT (Educational Planning Team) meetings.

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

The principal and assistant principal monitor fidelity through lesson plans, walk throughs, and formal observations. These will see provide evidence of a multi-tiered system of support. In data chats with grade levels, the leadership team and teachers will discuss specific strategies that will be implemented to address each level of differentiated/individualized instruction.

**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: FCAT results, FAIR testing, baseline reading tests

Progress Monitoring: On Going Progress Monitoring Tools developed by FCRR; Discovery Education Testing in reading; Benchmark testing in reading; Benchmark and chapter testing in math; writing to a specified prompt at regular intervals during the year; along with On Track, science chapter, and benchmark testing.

Diagnostic: FAIR, DAR, Fox in a Box

End of Year: FAIR, Benchmark unit testing in reading, Benchmark tests in math, and final writing prompt  
 Behavior and Attendance reports are monitored on a weekly basis by our Assistant Principal and Data Base Manager. Behavior issues that impede a student's success in the classroom will result in developing a support plan with parent and teacher input. Attendance is monitored in a similar manner, and relies on the our district Attendance Officer to assist with home visits.

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

The district has provided training for principals, assistant principals, guidance counselors, curriculum resource teachers, and school psychologists so that they may train the staff at their school. County level staff have come to Hidden Oak in the past and inserviced teachers, and they are willing to come at any time requested by the school to work with staff. Rtl requirements are reviewed periodically at faculty and team leader meetings. The leadership team will work with teachers more this year to help identify materials that can be used for Rtl process and will be refining the strategies and way progress is recorded.

**Literacy Leadership Team (LLT)**

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

Name	Title
Ronald Knowles	Principal
Tonya Futch	Assistant Principal
Martha Evans	Curriculum Resource Teacher
Team Leaders	1 per grade level
Reading Committee	1 member per grade level

**How the school-based LLT functions**

The reading committee meets regularly to discuss progress toward implementing SIP for reading. The group's primary mission is to share ideas, and remedy any concerns of committee members. The committee chairperson will update administration and Curriculum Resource teacher on any pertinent information. The principal and CRT also meet with grade levels to discuss data on a regular basis. From these chats, the LLT helps to work toward improving reading curriculum.

**Major initiatives of the LLT**

Implementation of a new reading series and Common Core Standards at upper grade levels will be a major emphasis this year. We will also continue to make use of available data to plan and improve differentiated instruction for students.

**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**

A voluntary screening is offered over the summer for incoming kindergarten students. This information is shared with teachers during pre-planning to provide them with some information regarding their student. It is also used to help establish balanced class lists.

Kindergarten teachers complete the required state screening with the first 30 days of school. This information also is used by teachers to plan for instruction and is shared with parents.

Our district has a Kindergarten Round-up for parents of incoming kindergarten students in early May. We use this event as an opportunity for incoming kindergarteners to participate in a variety of planned activities as they rotate through the Kindergarten classrooms.

## 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	88%	83%	No	89%
American Indian				
Asian	87%	91%	Yes	88%
Black/African American	67%	36%	No	70%
Hispanic	88%	93%	Yes	90%
White	89%	90%	Yes	90%
English language learners				
Students with disabilities	61%	55%	No	65%
Economically disadvantaged	73%	65%	No	75%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	23%	24%
Students scoring at or above Achievement Level 4	194	58%	59%

#### 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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	127	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	23	64%	65%

**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)	[data excluded for privacy reasons]		49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		48%

**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	70	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**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	92%	87%	No	93%
American Indian				
Asian	98%	98%	Yes	98%
Black/African American	77%	39%	No	79%
Hispanic	96%	100%	Yes	96%
White	93%	92%	No	93%
English language learners				
Students with disabilities	72%	60%	No	75%
Economically disadvantaged	84%	65%	No	86%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	19%	20%
Students scoring at or above Achievement Level 4	221	66%	67%

**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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	148	75%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	63%	65%

**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	13	12%	13%
Students scoring at or above Achievement Level 4	93	83%	84%

**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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**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)	35		39
Participation in STEM-related experiences provided for students	700	99%	99%

**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	29	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	12	1%	1%
Students who are not proficient in reading by third grade	8	7%	6%
Students who receive two or more behavior referrals	22	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

**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**

While we are not a Title 1 school, our teachers utilize a variety of methods to communicate with parents including but not limited to: student agendas, newsletters, conferences, phone calls, and grade level meetings. We had two opportunities last year for parents to come to school conferences in the evenings. Teachers have made visits to a neighborhood center to meet with families who have difficulty with transportation to our school site. For our ELL students, 2 parent meetings are scheduled per year along with district level parent meetings. For students with a Progress Monitoring Plan, teachers meet with the parents to discuss strategies used in school to augment their skills, and what can also be done at home to help the student. Our volunteer coordinator provides parents with information about opportunities to assist at school, along with an orientation session for participating at school. We recorded a total of 22,525 hours of volunteer time last year using 548 volunteers. Last year 93% of parents on climate surveys indicated they had access to teachers and staff.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percent of parents who feel they have access to teachers and staff as indicated on the school climate survey		93%	94%

## Goals Summary

- G1.** To increase achievement in reading for all subgroups by 1%.
- G2.** To increase the number of students in all sub groups scoring at Level 3 in math or better by 1%
- G3.** To increase by 3% the number of students scoring at or above the 3.5 Level on FCAT 2.0 Writing.
- G4.** To increase by 1% the number of students scoring Level 3 or higher on FCAT 2.0 science.
- G5.** To increase by 3 the number pf STEM-related experiences provided for students.
- G6.** To decrease by 1% the percent of students missing more than 10% of the school year.

## Goals Detail

### G1. To increase achievement in reading for all subgroups by 1%.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

#### Resources Available to Support the Goal

- With the adoption and implementation of a new reading series teacher will have increased materials to use to meet the needs of all students. With the new series and Common Core Standards teacher will receive training on unwrapping the standards, text coding, developing text dependent questions, and close reading.
- Teachers will continue to use other materials beyond the core program including but not limited to Building Vocabulary Kits, technology, Seeing Stars, LiPS, frequent fluency checks, Kagan strategies, CRISS strategies, UNRAAVEL, and incorporation of higher order questioning.
- During the reading block teachers will provide time for appropriate differentiated instruction for the all students. Literacy work stations will be provided to give students meaningful reading practice.
- Intervention groups will occur across all grade levels for lowest quartile groups.
- The district has provided assistance to teachers through county pacing guides and district-wide in-service for the new reading series.
- Data chats are held on a regular basis to discuss student progress and concerns. At these chats ideas are brainstormed to provide assistance for those students experiencing difficulties.
- Our teachers will continue to reach out to parents by visiting a neighborhood center. At the center they meet with students as well as parents to try to encourage reading and reading related activities away from the school setting.

#### Targeted Barriers to Achieving the Goal

- We are not a Title 1 school; therefore, there is limited additional instructional staff available to provide extra support for students beyond what the classroom teacher provides.

**Plan to Monitor Progress Toward the Goal**

Logs, performance on weekly and benchmark tests would reflect improvement in student performance

**Person or Persons Responsible**

Teacher and CRT

**Target Dates or Schedule:**

Monthly/6 weeks

**Evidence of Completion:**

Data chats will occur in which results are examined and instructional decisions made on the basis of data.

**G2. To increase the number of students in all sub groups scoring at Level 3 in math or better by 1%**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- A new math series is being implemented along with Common Core Standards this year which resulted in teacher in-service and a revision of county math instructional calendars
- Teachers incorporate a gradual release model in their math lessons
- Teachers place an emphasis on manipulatives during math instruction. Also Gems and AIMS activities are used to involve students in math activities.
- Teachers plan together and incorporate materials beyond the core program with include but are not limited to technology, various strategies, and other materials. They will continue to develop SmartBoard lessons for grades 1-5 that will be shared among teachers.
- During the hour block dedicated to math daily teachers allocate time to provide for differentiated instruction.

**Targeted Barriers to Achieving the Goal**

- During the hour block for math it is sometimes hard to schedule time to pull small groups to provide for individual differences

**Plan to Monitor Progress Toward the Goal**

In grade level data chats the data will be examined for effectiveness of work stations

**Person or Persons Responsible**

Principal, Assistant Principal, Team Leader

**Target Dates or Schedule:**

Data chats scheduled monthly-6 weeks

**Evidence of Completion:**

Notes from data chats

**G3. To increase by 3% the number of students scoring at or above the 3.5 Level on FCAT 2.0 Writing.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Teachers provide students with explicit teaching of writing process on a daily basis.
- Grade levels plan together meaningful writing lessons and activities for students. These also include writing in other content areas.
- Teachers will receive training on changes to FCAT testing and scoring.
- Teachers have a variety of materials to use to instruct students in the writing process.

**Targeted Barriers to Achieving the Goal**

- While there is time allocated daily to writing instruction with the whole class there needs to be more time allocated to individual and small group conferencing with students.

**Plan to Monitor Progress Toward the Goal**

From the scored prompts teachers will adjust groups to focus on new areas to provide individual or group reinforcement in writing beyond the total class instruction.

**Person or Persons Responsible**

Classroom teacher

**Target Dates or Schedule:**

Writing prompts will be administered on a regular basis and student improvement will be evaluated based on this analytical and holistic analysis.

**Evidence of Completion:**

Students' writing portfolios with teacher scoring and notes and lesson plans will serve as record

**G4.** To increase by 1% the number of students scoring Level 3 or higher on FCAT 2.0 science.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Teachers incorporate district pacing calendar to ensure curriculum content is covered at each grade level.
- Teachers plan together to share ideas and Smart Board lessons for science
- Teachers make use of the materials in the core science program, and in addition they make use of hands on activities, speakers, and field trips to reinforce science concepts
- Grade levels supplement National Geographic chapter assessments with additional benchmark questions to ensure content mastery which provides more information for teachers regarding benchmark mastery.
- Grade levels meet to discuss data from chapter, benchmark, On Track and previous FCAT testing. Using the data teachers adjust curriculum to meet students' needs

**Targeted Barriers to Achieving the Goal**

- Lack of time in the school day and other curriculum demands affects the amount of time devoted to science instruction.

**Plan to Monitor Progress Toward the Goal**

Looking at benchmark science test mastery of individual science objectives and seeing that lesson plans reflect a remediation of non-mastered concepts

**Person or Persons Responsible**

Classroom teacher and principal/assistant principal

**Target Dates or Schedule:**

In weekly science lesson plans

**Evidence of Completion:**

Lesson plans

**G5. To increase by 3 the number of STEM-related experiences provided for students.**

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- County supervisors work with schools to share resources/activities
- Classroom teachers actively seek ways to incorporate STEM experiences into curriculum
- County volunteer program is a good resource for speakers
- University of Florida groups such as chemistry and engineering students and community agencies work with schools to provide speakers and activities in the school setting to promote STEM experiences.

**Targeted Barriers to Achieving the Goal**

- Time constraints within the school day to allow for such activities.
- Teachers not aware of available resources

**Plan to Monitor Progress Toward the Goal**

At the end of the year the science committee will compile a list of the number of activities

**Person or Persons Responsible**

Members of the science committee

**Target Dates or Schedule:**

Throughout the school year and then examining the final results at the end of the year.

**Evidence of Completion:**

Total list of activities by grade level will be in final science committee minutes for the year..

**G6. To decrease by 1% the percent of students missing more than 10% of the school year.**

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Infinite Campus provides reports which can be used to target students with multiple absences.
- The school district is working with schools on this initiative this school year.
- Faculty members are supportive of the effort to reduce absences by students
- District personnel are available to assist with attendance issues and make home visits
- Our assistant principal is actively involved in monitoring this for the coming school year.

**Targeted Barriers to Achieving the Goal**

- Lack of parent support in seeing that healthy students attend school

## Plan to Monitor Progress Toward the Goal

If strategies are working student's attendance will show improvement. If they are not working meeting will be held to develop further strategies. If there is no compliance then attendance officer and state's attorney will be contacted

### **Person or Persons Responsible**

Assistant principal, data base manager, and county personnel

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

Weekly and monthly

### **Evidence of Completion:**

Attendance records and meeting logs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase achievement in reading for all subgroups by 1%.

**G1.B2** We are not a Title 1 school; therefore, there is limited additional instructional staff available to provide extra support for students beyond what the classroom teacher provides.

**G1.B2.S1** Look for paraprofessionals at school who might be available for some time periods to provide reinforcement to students in reading.

#### **Action Step 1**

Using materials such as Great Leaps, word lists, series Rtl kits to reinforce reading skills

#### **Person or Persons Responsible**

Paraprofessionals and classroom teachers

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

2-3 times weekly

#### **Evidence of Completion**

Great Leaps record sheet and logs kept by paraprofessional

#### **Facilitator:**

Great Leaps personnel

#### **Participants:**

Team Leaders and school volunteer coordinator

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

Examining logs and discussions with paraprofessional and teacher

#### **Person or Persons Responsible**

Classroom teacher

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

Bi-monthly

#### **Evidence of Completion**

Teachers will initial logs after seeing them and discussion with paraprofessional

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

Students would progress through probes in Great Leaps and move to new vocabulary word lists as one level is mastered.

### Person or Persons Responsible

Paraprofessional

### Target Dates or Schedule

Data would be collected daily and evaluated by teacher bi-monthly

### Evidence of Completion

Teacher will initial logs when data is examined and discussions occur.

## G2. To increase the number of students in all sub groups scoring at Level 3 in math or better by 1%

**G2.B3** During the hour block for math it is sometimes hard to schedule time to pull small groups to provide for individual differences

**G2.B3.S1** Expand the use of workstations in math to provide meaningful practice of skills and allow the teacher time to pull small groups for extra instruction

### Action Step 1

Incorporation of math stations to provide meaningful practice and opportunities to provide differentiated instruction.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

2-3 times a week during math block

### Evidence of Completion

Lesson plans and classroom walk throughs will show evidence of math stations.

### Facilitator:

This will be an emphasis of the county this year with the county math supervisor, Allison Fissenden, providing leadership.

### Participants:

All math teachers at Hidden Oak

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

Observation of this in walk throughs and formal observations and in submitted lesson plans

#### **Person or Persons Responsible**

Principal/Assistant Principal

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

Bi-monthly

#### **Evidence of Completion**

Lesson plans will document the use of math stations and it would be noted in the record keeping from walk throughs and formal observations

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

Sample of work from work station activity will be collected. Student results on chapter and benchmark tests will be used to evaluate the effectiveness of this strategy

#### **Person or Persons Responsible**

Teacher

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

Weekly

#### **Evidence of Completion**

Teachers in grade level meetings will share results and as a team examine the effectiveness of various activities used in work stations. Also these result would be shared in data chats.

**G3.** To increase by 3% the number of students scoring at or above the 3.5 Level on FCAT 2.0 Writing.

**G3.B1** While there is time allocated daily to writing instruction with the whole class there needs to be more time allocated to individual and small group conferencing with students.

**G3.B1.S1** Examine the allocation of time and activities within the writing block.

**Action Step 1**

Fourth grade team will use information shared in workshops to adjust teaching practices in writing and plan for more time working with small and individual groups.

**Person or Persons Responsible**

All fourth grade writing teachers

**Target Dates or Schedule**

Throughout the school year with more emphasis from fall until the end of February.

**Evidence of Completion**

Lesson plans and class walk throughs would be evidence of this occurring.

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

Lesson plans will reflect small group of individual conferencing during the writing block at least 2-3 times a week

**Person or Persons Responsible**

Principal/Assistant Principal

**Target Dates or Schedule**

As lesson plans are turned in on a scheduled basis

**Evidence of Completion**

Lesson plans for each week are available at any time throughout the school year.

### Plan to Monitor Effectiveness of G3.B1.S1

Writing prompts will be administered and scored on a regular basis by all fourth grade writing teachers and scored both holistically and analytically. Over time students' scores in both manner of scoring would show improvement.

#### Person or Persons Responsible

Fourth grade writing teachers

#### Target Dates or Schedule

Scheduled at regular intervals by the team.

#### Evidence of Completion

In team meetings and data chats the results will be shared and discussed. The data gained from analytically scoring the prompts will form the basis for what areas to work on in future small group or individual conferences in writing.

**G4.** To increase by 1% the number of students scoring Level 3 or higher on FCAT 2.0 science.

**G4.B2** Lack of time in the school day and other curriculum demands affects the amount of time devoted to science instruction.

**G4.B2.S3** Explore data to see what areas of science content need more instruction and then make adjustments in instruction and time allocations

#### Action Step 1

Grade levels will look at chapter, benchmark and On Track results to plan for instruction and remediation of concepts in science. They will also examine the amount of time devoted to science instruction and seek ways to increase or maximize use of time.

#### Person or Persons Responsible

Grade level teams

#### Target Dates or Schedule

Throughout the year as assessments are administered

#### Evidence of Completion

Lesson plans and science committee meetings would indicate that this occurs.

### **Plan to Monitor Fidelity of Implementation of G4.B2.S3**

Minutes of the science committee will reflect that grade levels have discussed the data from science assessments. Also grade level data chats will be used as evidence

#### **Person or Persons Responsible**

Science committee chairman, principal/assistant principal

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

6 weeks or bi-monthly

#### **Evidence of Completion**

Minutes of science committee meetings

### **Plan to Monitor Effectiveness of G4.B2.S3**

Benchmark science test results will be used to assess progress

#### **Person or Persons Responsible**

Classroom teacher and CRT

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

At end of each unit of study in science

#### **Evidence of Completion**

Science test results are available on Google docs

**G5.** To increase by 3 the number of STEM-related experiences provided for students.

**G5.B2** Teachers not aware of available resources

**G5.B2.S1** Grade levels and science committee will work together to increase the amount of STEM activities offered to students.

**Action Step 1**

Grade levels will meet weekly will discuss and plan for STEM activities that could be incorporated in lessons. The science committee will also meet to share and discuss various activities used at different grade levels.

**Person or Persons Responsible**

Team leaders and science committee chairman

**Target Dates or Schedule**

All year long

**Evidence of Completion**

Lesson plans would reflect STEM activities and science committee minutes would reflect STEM activities discussions.

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

Throughout the year the science committee will check to see what activities have been completed by grade levels

**Person or Persons Responsible**

Science committee chairman

**Target Dates or Schedule**

The science committee will meet at the beginning and middle of the year to discuss activities and resources.

**Evidence of Completion**

Minutes of the science committee meetings

## Plan to Monitor Effectiveness of G5.B2.S1

In science committee meetings grade levels will share STEM activities they have done and plans for future activities.

### Person or Persons Responsible

Science committee chairman

### Target Dates or Schedule

At meetings grade levels with update committee on number of activities

### Evidence of Completion

Science committee minutes

**G6.** To decrease by 1% the percent of students missing more than 10% of the school year.

**G6.B1** Lack of parent support in seeing that healthy students attend school

**G6.B1.S2** Send letters and phone contacts when a student has more than 5 unexcused absences.

### Action Step 1

After 5 unexcused absences in a 30 day period we contact parents by phone, send a letter by mail, and schedule an EPT (Educational Planning Team) meeting.

### Person or Persons Responsible

Assistant principal and data base manager

### Target Dates or Schedule

All year long

### Evidence of Completion

Reports from Infinite Campus will identify and track student attendance and generate an EPT. Paperwork from EPT will also be used. If lack of attendance continues documented calls/ paperwork will be turned over to the attendance officer where there will be a recommendation for SARB or parental prosecution.

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Attendance records and records of EPT meetings will be used

#### **Person or Persons Responsible**

Assistant principal and data base manager

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

Reports are checked weekly on Infinite Campus

#### **Evidence of Completion**

Informal meetings weekly

### **Plan to Monitor Effectiveness of G6.B1.S2**

Meetings will be scheduled with parents to discuss the importance of school attendance. Continued poor attendance will affect school grades of students and may lead to legal actions against the parent.

#### **Person or Persons Responsible**

Assistant principal and data base manger

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

Weekly and monthly

#### **Evidence of Completion**

Attendance data and conference and phone logs will serve as evidence

## 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

Hidden Oak is a Non-Title 1 School. We rely on district funds and initiatives to meet the needs of our students. The Homeless Education Office is a resource we depend on for assistance with several families per year. This department offers educational support for families in need through notifying schools of the family's needs, and working with bus schedules to assure that students get to school.

Families in need are also supplemented by the Food for Kids Program. This organization provides food for fourteen families per week through backpacks brought home from school.

Academic needs for children are supplemented through district and school initiatives. Summer School is available for third graders who score below level 3 on the FCAT. Students identified for this program are eligible to attend a four week program taught by a certified teacher. Participants are allowed to take the Stanford 10 on the last day of the summer session; if successful, they are promoted to fourth grade.

Violence protection programs would come under the district-wide initiative called Positive Behavior Supports (PBS). This project began two years ago, and is practiced at each school in the district: elementary, middle, and high schools. All schools were represented at the initial training sessions. Periodic follow-up meetings are offered each school year. PBS focuses on violence prevention through pro-social behaviors. Incentives are in place to encourage social and academic success.

Supplemental activities for instruction are also an important component in this area. As a Non-Title 1 school, we depend on in-house programs to supplement the core curriculum. Classroom teachers take on the bulk of this responsibility by extending the core curriculum through teacher-led small groups and work stations. A good number of teachers also work with at-risk students after school. One way we accomplish this is through tutoring. Students attending our Extended Day Enrichment Program are regularly pulled out for computer based learning and one-on-one instruction by their grade level teachers. Our third grade team allows students to attend extra tutoring sessions to build reading skills one afternoon per week. Teachers also make regular visits to a community center in a low income neighborhood to meet parents and work with students. Both of these programs are voluntary.

## 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.** To increase achievement in reading for all subgroups by 1%.

**G1.B2** We are not a Title 1 school; therefore, there is limited additional instructional staff available to provide extra support for students beyond what the classroom teacher provides.

**G1.B2.S1** Look for paraprofessionals at school who might be available for some time periods to provide reinforcement to students in reading.

### **PD Opportunity 1**

Using materials such as Great Leaps, word lists, series Rtl kits to reinforce reading skills

#### **Facilitator**

Great Leaps personnel

#### **Participants**

Team Leaders and school volunteer coordinator

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

2-3 times weekly

#### **Evidence of Completion**

Great Leaps record sheet and logs kept by paraprofessional

**G2.** To increase the number of students in all sub groups scoring at Level 3 in math or better by 1%

**G2.B3** During the hour block for math it is sometimes hard to schedule time to pull small groups to provide for individual differences

**G2.B3.S1** Expand the use of workstations in math to provide meaningful practice of skills and allow the teacher time to pull small groups for extra instruction

### **PD Opportunity 1**

Incorporation of math stations to provide meaningful practice and opportunities to provide differentiated instruction.

#### **Facilitator**

This will be an emphasis of the county this year with the county math supervisor, Allison Fissenden, providing leadership.

#### **Participants**

All math teachers at Hidden Oak

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

2-3 times a week during math block

#### **Evidence of Completion**

Lesson plans and classroom walk throughs will show evidence of math stations.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	To increase achievement in reading for all subgroups by 1%.	\$600
Total		\$600

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Dawn M. Flanegan Literacy Fund (School-based fund provided by school carnival revenue.)	\$600	\$600
Total	\$600	\$600

### Budget Details

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

**G1.** To increase achievement in reading for all subgroups by 1%.

**G1.B2** We are not a Title 1 school; therefore, there is limited additional instructional staff available to provide extra support for students beyond what the classroom teacher provides.

**G1.B2.S1** Look for paraprofessionals at school who might be available for some time periods to provide reinforcement to students in reading.

#### Action Step 1

Using materials such as Great Leaps, word lists, series Rtl kits to reinforce reading skills

**Resource Type**

Evidence-Based Program

**Resource**

Great Leaps materials

**Funding Source**

Dawn M. Flanegan Literacy Fund (School-based fund provided by school carnival revenue.)

**Amount Needed**

\$600