

Orange County Public Schools

Hidden Oaks Elementary



2020-21 Schoolwide Improvement Plan

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Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

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

Demographics

Principal: Randall Longhouse

Start Date for this Principal: 7/14/2020

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

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	A

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Brown, Sean	Principal	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to problem solve issues as they arise.</p> <p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers with students who have severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
		<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise.</p>
		<p>The Principal, Curriculum Resource Teacher and Instructional</p>

Name	Title	Job Duties and Responsibilities
		<p>Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Oyler, Sally	School Counselor	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise.</p> <p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe</p>

Name	Title	Job Duties and Responsibilities
		<p>behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Peck, Shelby	Instructional Coach	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise.</p> <p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher</p>

Name	Title	Job Duties and Responsibilities
		<p>also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Peedin, Tawny	Instructional Coach	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise.</p> <p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with</p>

Name	Title	Job Duties and Responsibilities
		<p>difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Hurtado-Perez, Yolanda	Instructional Coach	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise.</p> <p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions.</p>

Name	Title	Job Duties and Responsibilities
		<p>Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
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Elfreth, Laura	Instructional Media	<p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions.</p> <p>Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and</p>

Name	Title	Job Duties and Responsibilities
King, Reginald	Dean	<p>needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
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Name	Title	Job Duties and Responsibilities
		<p>feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
Pares, Christine	Instructional Coach	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to share in problem solving issues as they may arise.</p> <p>The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed.</p> <p>MTSS members monitor student progress through weekly PLC meetings that</p>

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

Demographic Information

Principal start date

Tuesday 7/14/2020, Randall Longhouse

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

35

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: C (51%)

	2016-17: A (65%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	67	54	68	60	80	0	0	0	0	0	0	0	353
Attendance below 90 percent	6	17	8	19	15	12	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/15/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	62%	9%	62%	9%
	2018	64%	61%	3%	62%	2%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	66%	63%	3%	64%	2%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	58%	57%	1%	60%	-2%
	2018	52%	59%	-7%	61%	-9%
Same Grade Comparison		6%				
Cohort Comparison		-3%				

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

Subgroup Data

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

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

ESSA Data

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

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

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Due to no testing data for the 2019-2020 school year, 2018-2019 FSA data is still being considered for the 2020-2021 School Improvement Plan. The school's lowest performing subgroup (FSA 2019) was the lowest 25% in ELA. Many students in this group had large gaps in their vocabulary and basic reading abilities.

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

Due to no statewide testing occurring for the 2019-2020 school year, there were no declines in any components.

While none of our data components showed a decline, the area with the least improvement was 5th grade ELA with an increase of 1 percentage point. Some students struggled with the writing component and experienced gaps in foundational reading skills, contributing to low scores.

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

Considering the 2018-2019 FSA data, the data component which had the greatest gap when compared to the state was our lowest 25th percentile in ELA. Hidden Oaks score was 44% while the state was at 53% which is a difference of nine percentage points.

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

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

For the 2018-2019 school year, 5th grade science scores showed the most improvement. 5th grade science instruction focused on science vocabulary and weekly experiments to make the science topics come to life for students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

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

The top two priorities include:

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

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

Measurable Outcome: Student achievement in the lowest 25% in ELA will increase by five percentage points on the FSA for 5th graders. A three point increase in overall ELA proficiency will occur as well.

Person responsible for monitoring outcome: [no one identified]

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

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

Action Steps to Implement

1. Weekly PLC meetings focused on data tracking the performance of the lowest 25% in ELA (Ongoing Monday meetings by Admin., Coaches, Classroom Teachers)

Person Responsible Sean Brown (sean.brown@ocps.net)

2. All lowest 25% of students will attend tutoring two times a week for an hour and a half for each session (Ongoing beginning September 2020 through April 2021 on Tuesdays and Thursdays by SWAG coordinator, Classroom Teachers, Admin)

Person Responsible Sean Brown (sean.brown@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	Description: Build and establish a culture for social and emotional learning at our school with adults and students.
Description and Rationale:	Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Students with Disabilities in all Learning Areas
Measurable Outcome:	Cognia survey data from students will show a 3% increase in the overall average score when compared to the previous year's average score. Also, students with disabilities will increase their I-Ready Diagnostic score by the equivalent of one grade level from the BOY to the EOY.
Person responsible for monitoring outcome:	Sean Brown (sean.brown@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Action Steps to Implement

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

Person Responsible Sean Brown (sean.brown@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts

Person Responsible Sean Brown (sean.brown@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Hidden Oaks utilizes data derived from the Cognia survey to monitor our school culture from all stakeholders perspectives. We hold events on campus throughout the school year that involve our parent base including Open House, Literacy Night, STEM night, Musicals, Art Shows, and Curriculum nights. We hold monthly SAC meetings and MPLC Meetings, providing parents with opportunities to hear about the school and share ideas addressing concerns. An electronic newsletter is sent out every week to every family, keeping the families up to date on special announcements, upcoming events, and important information. We celebrate our students and their successes weekly with our "House Parties" as well as every quarter with quarterly parties.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$9,595.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5000	510-Supplies	1461 - Hidden Oaks Elementary	General Fund	400.0	\$2,454.00	
			Notes: Scholastic				
	5000	510-Supplies	1461 - Hidden Oaks Elementary	General Fund	400.0	\$784.00	
			Notes: Story Works				
	5000	510-Supplies	1461 - Hidden Oaks Elementary	General Fund	400.0	\$2,500.00	
			Notes: Flocabulary				
	5000	510-Supplies	1461 - Hidden Oaks Elementary	General Fund	400.0	\$3,857.00	
			Notes: Write Score				
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning					\$0.00
Total:						\$9,595.00	