

Orange County Public Schools

# Hidden Oaks Elementary



2021-22 Schoolwide Improvement Plan

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# Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

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

## Demographics

**Principal: Randall Longhouse**

Start Date for this Principal: 8/4/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (61%) 2017-18: C (51%) 2016-17: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>78%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>78%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	C

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

Pares, Christine	Instructional Coach	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to problem solve issues as they arise. The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers with students who have severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed. MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>
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Name	Position Title	Job Duties and Responsibilities
Peck, Shelby	Teacher, K-12	<p>Weekly leadership team meetings are scheduled to communicate successes and challenges throughout the school and to problem solve issues as they arise. The Principal, Curriculum Resource Teacher and Instructional Coaches conduct informal and formal observations and evaluations of instructional staff. The CRT serves as the testing coordinator for local and state assessments and serves as the data coach. The Behavior Specialist assists teachers with students who have severe behavioral concerns and provides strategies. The Compliance Teacher maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The Compliance Teacher also serves as the MTSS coach. The Staffing Specialist monitors errors and compliance with all ESE plans and testing. The Guidance Counselor serves as the homeless coordinator in addition to meeting with teachers and students to provide strategies for dealing with difficult situations. The Instructional Coaches provide assistance to teachers in the areas of Math, Science, and Writing through modeling lessons, co-planning lessons, and analyzing data to make instructional decisions. Each member of the Leadership Team serves as a resource for students and teachers. Each member serves on a grade level Professional Learning Community (PLC) to provide coaching and facilitation of lesson planning based on grade level data and individual student data and needs exhibited based on assessment data, such as, Formative and Summative assessments , FLKRS and IREADY data which describe the students gap or deficiency. Members of the Leadership Team provide weekly feedback to teachers in the areas of lesson plans, delivery of lessons, and provide coaching and best practice teaching strategies as needed. MTSS members monitor student progress through weekly PLC meetings that are driven by student data. Ongoing professional development and expectations of the MTSS process are cultivated during the weekly meetings.</p>

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

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

**Demographic Information**

**Principal start date**

Tuesday 8/4/2020, 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**

31

**Total number of students enrolled at the school**

358

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	11	63	63	56	52	64	0	0	0	0	0	0	0	309
Attendance below 90 percent	4	15	19	6	18	13	0	0	0	0	0	0	0	75
One or more suspensions	0	1	1	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	1	1	0	1	2	0	0	0	0	0	0	0	5

**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	0	1	2	0	0	0	0	0	0	0	3

**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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Saturday 8/21/2021

**2020-21 - 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	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	

**2020-21 - 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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	57%	57%	60%	56%	56%
ELA Learning Gains				62%	58%	58%	55%	55%	55%
ELA Lowest 25th Percentile				44%	52%	53%	40%	48%	48%
Math Achievement				71%	63%	63%	61%	63%	62%
Math Learning Gains				65%	61%	62%	50%	57%	59%
Math Lowest 25th Percentile				52%	48%	51%	31%	46%	47%
Science Achievement				70%	56%	53%	61%	55%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	59%	55%	4%	58%	1%
Cohort Comparison						
04	2021					
	2019	60%	57%	3%	58%	2%
Cohort Comparison		-59%				
05	2021					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	62%	9%	62%	9%
Cohort Comparison						
04	2021					
	2019	66%	63%	3%	64%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-71%				
05	2021					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	54%	9%	53%	10%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Hidden Oaks Elementary School utilizes i-Ready diagnostic assessments for ELA and Math as well as progress Monitoring Assessments (PMAs) for Science three times a year.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		60/22%	64/38%	64/44%
	Economically Disadvantaged		27/15%	27/26%	28/36%
	Students With Disabilities		11/0%	13/31%	13/23%
	English Language Learners		9/11%	11/27%	11/36%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		58/22%	64/30%	64/42%
	Economically Disadvantaged		25/24%	27/15%	28/32%
	Students With Disabilities		10/20%	13/23%	13/31%
	English Language Learners		9/44%	11/27%	11/9%



Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48/19%	51/27%	51/37%
	Economically Disadvantaged	19/11%	22/14%	22/23%
	Students With Disabilities	7/0%	7/0%	7/14%
	English Language Learners	11/0%	11/9%	11/27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48/2%	51/12%	47/30%
	Economically Disadvantaged	19/0%	22/9%	19/21%
	Students With Disabilities	7/0%	7/0%	5/0%
	English Language Learners	11/0%	11/0%	10/10%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56/23%	61/20%	61/30%
	Economically Disadvantaged	36/22%	40/20%	40/25%
	Students With Disabilities	10/0%	12/0%	12/0%
	English Language Learners	16/13%	18/6%	18/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57/0%	61/13%	61/33%
	Economically Disadvantaged	37/0%	40/10%	40/23%
	Students With Disabilities	10/0%	12/8%	12/0%
	English Language Learners	16/0%	18/6%	18/2%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61/16%	62/24%	62/29%
	Economically Disadvantaged	36/6%	36/11%	36/22%
	Students With Disabilities	7/0%	7/0%	7/0%
	English Language Learners	15/7%	15/13%	15/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61/7%	63/13%	60/28%
	Economically Disadvantaged	36/3%	37/8%	35/26%
	Students With Disabilities	7/0%	8/0%	7/0%
	English Language Learners	15/0%	15/0%	15/33%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/14%	65/20%	64/27%
	Economically Disadvantaged	30/10%	30/13%	29/17%
	Students With Disabilities	13/8%	14/7%	14/7%
	English Language Learners	11/0%	11/0%	11/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64/11%	65/29%	62/35%
	Economically Disadvantaged	30/7%	30/23%	27/26%
	Students With Disabilities	13/0%	14/14%	12/8%
	English Language Learners	11/9%	11/9%	11/9%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	64/61%	62/65%	61/66%
	Economically Disadvantaged	28/46%	26/46%	25/48%
	Students With Disabilities	9/44%	9/44%	10/40%
	English Language Learners	14/43%	13/38%	11/45%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	23	40		33	20		45				
ELL	42	70		36	20						
ASN	50			46							
BLK	44			56							
HSP	47	54		50	34		59				
WHT	76			83							
FRL	52	58		46	42	40	50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	52	27	59	43	33	67				
ELL	52	54	50	65	65	53	57				
ASN	67	75		80	83						
BLK	63	69		72	46						
HSP	63	59	42	69	63	48	65				
WHT	71	59		66	64		75				
FRL	59	64	52	68	63	52	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	30	40	24	32		36				
ELL	41	39		47	29						
ASN	80			80							
BLK	59	60		53	60						
HSP	56	53	47	60	48	33	67				
WHT	68	63		57	43		45				
FRL	59	54	40	59	49	32	61				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	395

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	48
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

The 2020-2021 i-Ready Beginning of the Year (BOY) and End of Year (EOY) data reflects all grade levels showed an increase in proficiency from the BOY to EOY in ELA and Math. Kindergarten and first grade showed the most growth in ELA and second and third grade showed the most growth in Math. Overall, ELA proficiency increased from 20% to 37% in ELA and from 13% to 39% in Math according to the "end-of-year" view i-Ready diagnostic.

The Science PMA 3 assessment indicated that 66% of students demonstrated proficiency. There was a slight decline in proficiency from PMA 1 to PMA 3 for Students with Disabilities (SWD) on the assessment.

Based on the 2018-2019 FSA, 64% of students were proficient in ELA, 71% in Math achievement, and 70% in Science.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on the 2020-2021 End of Year (EOY) i-Ready diagnostic, the data components that showed the lowest performance were ELA and Math Achievement. 37% of students were proficient in ELA and 39% were proficient in Math.

According to the 2019 Florida Standards Assessments, students in grades 3-5 performed the lowest in ELA with 64% during the 2018-2019 school year.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factor was that both the ELA and Math coaches had to take over classrooms due to several teachers contracting COVID and no subs were available to take over the classroom. This prevented the coaches from facilitating common planning, conducting classroom walkthrough observations to provide teachers with actionable feedback, providing support through the coaching cycle.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The 2019 FSA data components reflected Science showing the most improvement. Students increased by 10% in Science proficiency, from 60% to 70% during the 2018-2019 school year.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factor for this improvement was that the 2018-2019 school year was that our Math/Science coach supported teachers and students weekly before school. Teachers also meet weekly to discuss Math lessons and Small group lessons. Students were in ability groups during the intervention block and were provided tiered instruction from teachers and coaches.

**What strategies will need to be implemented in order to accelerate learning?**

Leadership team and support staff will be utilized to push into classrooms to provide differentiated support to students during small groups and the intervention block. There will be an intensive focus on the MTSS process where data for tier 2 and tier 3 students will be consistently collected and analyzed to provide targeted instruction to students. The accelerated learning model will be implemented during after-school tutoring to pre-teach lessons to students to prepare them for upcoming standards. Leadership team and teacher data meetings will be conducted to address teacher and student needs.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The school will roll out the B.E.S.T. standards to promote literacy and prioritize the basics of reading and writing. Teachers will be trained to implement and align instruction to B.E.S.T. standards in ELA. Teachers will receive professional development that will aid in designing high quality instruction that supports teaching and learning B.E.S.T. standards and benchmarks. Teachers will continue to receive training in delivering high quality SEL lessons and activities to all students. The administrative leadership team will work with teachers to align SEL with reading expectations at each grade level through suggested texts, genres and literature.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Hidden Oaks Elementary will be providing after-school tutoring for the lowest 30% performing students. During the Foundation Basic Skills (FBS) block, students will be ability grouped and provided tiered support by classroom teachers.

Tiered coaching support will be provided to teachers based on content knowledge, pedagogy, and classroom management to increase academic achievement. Classroom walkthrough feedback will be provided to teachers with actionable feedback and follow-up.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade-40%, Fourth Grade-51%, Fifth Grade-58%. (FSA Report: Schools with/without 50 Percent or More of any Grade Level Scoring Below Level 3)

The 2022 ELA FSA will show an increase for the following grade levels:  
Third Grade - ten percentage points from 40% to 50%

**Measurable Outcome:**

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

To monitor growth towards the desired outcome, the following will be used:

- i-Ready diagnostic data
- School wide assessments
- Progress Monitoring Activities (PMAs)
- Standards Based Unit Assessments (SBUAs)

**Monitoring:**

Adjustments to instruction will be made in response to data. Comparisons and refinements to small groups will occur when additional data points are collected. Classroom Walkthroughs will happen on a continual basis as well to address instructional delivery, student engagement and the planning process through PLCs.

**Person responsible for monitoring outcome:**

Sean Brown (sean.brown@ocps.net)

**Evidence-based Strategy:**

Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, targeted small group instruction can occur where students can decode words, analyze word parts, and write and recognize words.

**Rationale for Evidence-based Strategy:**

The selected instructional practice has a moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

**Evidence-based Strategy:**

Quasi-experiments have a moderate level of evidence due to that they lack the key feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based upon data and supported through small group instruction.

**Action Steps to Implement**

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)

All lowest 25% of students will attend tutoring two times a week for an hour and a half for each session (Ongoing beginning October 2021 through April 2022 on Tuesdays and Thursdays by SWAG coordinator, Classroom Teachers, Admin)

**Person Responsible**

Sean Brown (sean.brown@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided



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

Provide targeted ELA PD based on teacher needs and supporting B.E.S.T standards.

**Person Responsible** Kathleen Fulbright (kathleen.fulbright@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:

- Students are appropriately identified.
- Students are matched to appropriate interventions and intensity.
- Data analysis is routinely part of the process, and adjustments are made to interventions.

**Person Responsible** Kathleen Fulbright (kathleen.fulbright@ocps.net)

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

**Area of Focus Description and Rationale:** Description: Build and establish a culture for social and emotional learning at our school with adults and students.  
 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.

**Monitoring:** We will monitor this focus area by sharing information in our data meetings, PLC and schoolwide surveys.

**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**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**No incidents were reported for the 2019 - 2020 school year.**

**Although our school discipline percentages are lower than most of the elementary school in Orange County Public Schools and throughout the state, we are still incorporating a new positive behavior model to our school this year.**

### 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.

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, monthly, quarterly and at the end of the year so students can be celebrated.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

SELL Team creates a positive environment with teachers and students throughout the school year. The principal and leadership team will monitor the school through surveys and conversations to adjust the events and activities in the school

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$2,220.00
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	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	1461 - Hidden Oaks Elementary	General Fund	0.0	\$2,220.00
			<i>Notes: Scholastic</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$350.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	1461 - Hidden Oaks Elementary	General Fund	0.0	\$350.00
			<i>Notes: student celebrations and awards</i>			
					<b>Total:</b>	<b>\$2,570.00</b>