

Orange County Public Schools

Hidden Oaks Elementary



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

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

Demographics

Principal: Randall Longhouse

Start Date for this Principal: 8/4/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 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	2021-22: B (61%) 2018-19: B (61%) 2017-18: C (51%)
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 was approved by the Orange County School Board on 1/24/2023.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	93%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brown, Sean	Principal	<p>Ensures a productive learning environment through continual collaboration with teachers, students, and parents. Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. Enforces disciplinary policies and procedures with students. Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues. Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. Ensures that necessary maintenance and repairs to the school property are performed. Coordinates staff development for faculty and staff; provides instruction if needed. Oversees the allocation of supplies and equipment. Oversees and implements the school budget, approving new programs and expenditures as appropriate. Represents the school in community activities and meetings. Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. Acts as liaison between the district and the school; communicates needs and information to both sides</p>
Pares, Christine	Curriculum Resource Teacher	<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</p>

Name	Position Title	Job Duties and Responsibilities
Peck, Shelby	ELL Compliance Specialist	<p>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>
		<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>Provides, crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines. Maintains</p>

Name	Position Title	Job Duties and Responsibilities
		student guidance records with confidentiality. Provides career counseling to students as assigned.
King, Reginald	Behavior Specialist	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.

Demographic Information

Principal start date

Tuesday 8/4/2020, Randall Longhouse

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

5

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

381

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	56	47	60	76	69	64	0	0	0	0	0	0	0	372
Attendance below 90 percent	6	19	21	25	15	28	0	0	0	0	0	0	0	114
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	11	24	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	11	12	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	1	0	2	2	0	0	0	0	0	0	0	5

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	0	9	13	0	0	0	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Tuesday 8/16/2022

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	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	

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	56%	56%				64%	57%	57%
ELA Learning Gains	69%						62%	58%	58%
ELA Lowest 25th Percentile	52%						44%	52%	53%
Math Achievement	59%	46%	50%				71%	63%	63%
Math Learning Gains	65%						65%	61%	62%
Math Lowest 25th Percentile	67%						52%	48%	51%
Science Achievement	59%	61%	59%				70%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	55%	4%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	60%	57%	3%	58%	2%
Cohort Comparison		-59%				
05	2022					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	62%	9%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	66%	63%	3%	64%	2%
Cohort Comparison		-71%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	54%	9%	53%	10%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	52	62	32	68	73					
ELL	38	61		54	64						
ASN	42			50							
BLK	56	100		67	70						
HSP	52	64	44	58	67	73	58				
WHT	71	72		63	52		67				
FRL	46	61	53	49	69	69	45				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
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	63
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	46
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	73
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	
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	65
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 Students With Disabilities (SWD), English Language Learner (ELL), and Economically Disadvantaged (ED) subgroups consistently performed lower than all students in both English language arts and mathematics. The smallest subgroup, ASN, was the lowest performing population on both assessments.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components needing the most improvement are Students With Disabilities, English Language Learners and the ASN subgroups in ELA and mathematics. All students need to improve in text based writing.

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

Contributing factors included a lack of face-to-face instruction/in person learning for many of the students due to the Covid-19 pandemic and parents' choice of learning modality, interrupted schooling due to quarantines; and a lack of instructional focus on subgroups. Actions to be taken are to have renewed focus on the subgroups that have the greatest need for improvement, increase teacher training, and stronger implementation of differentiated instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Hidden Oaks improved in all components from the 2022 state assessment. Hidden Oaks showed the most improvement in ELA going from 50% proficiency to 56% proficiency on the 2022 assessment.

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

Daily classroom walkthroughs during intervention and small group times were a consistent practice throughout the school year and actionable feedback was provided. Coaching cycles were completed throughout the year with a focus on providing interventions and enrichment to students based on common assessment and diagnostic data. We saw an increase in our overall and subgroup data because of this focused practice.

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

We will need to focus on differentiation and scaffolding during whole and small group instruction to help accelerate learning. We will also use, an interventionist to pulling students based on screeners, diagnostic results and Tier data.

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.

Our professional development calendar this year is focused on helping teachers provide differentiated and scaffolded instruction in whole group and small groups, as well as focusing on strategies to support all of our sub groups.

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

We will start after school tutoring earlier this year and we will incorporate our interventionists not only with remediation but also acceleration.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-22 school year, 114 students out of 372 total students were absent more than 90% of the school year. This equates to 42% of the school population. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-23 school year, the percentage of students who are absent more than 90% of the school year will decrease from 42% to 21%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Absences will be monitored and only those meeting the OCPS policies will be excused.

Person responsible for monitoring outcome:

Sally Oyler (sally.oyler@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Attendance will be monitored weekly by the attendance clerk, guidance counselor, social worker, and principal. Attendance meeting will be scheduled with students, parents, teachers and leadership team members for targeted students with 20 or more absences from the prior school year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher tracking form will be develop to track students with high absentee rates.

Person Responsible

Sean Brown (sean.brown@ocps.net)

Request for prearranged leave of absence will only be approved when meeting the OCPS attendance policies and procedures.

Person Responsible

Sean Brown (sean.brown@ocps.net)

Biweekly attendance meeting will be scheduled with the principal and key stakeholders from the school.

Person Responsible

Sean Brown (sean.brown@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on FSA data trends from 2019 to 2021, student proficiency is consistently above 50% in ELA with an average of 53%. Student proficiency average in Math is 55%. Student proficiency average in Science is 59%. Students at Hidden Oaks Elementary School score a little above average than other district schools in the area of proficiency. With the introduction of B.E.S.T. Standards in grades third, fourth and fifth during the 2022-23 school year, teachers will need to receive professional development and support during planning to maintain the focus on rigor and acceleration of student achievement.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on 2023 EOY FAST data, students in grades three, four and five, will increase proficiency in ELA, Math and Science by 5%; 55%, 60%, and 64% respectively.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring will take place during PLC meetings. Artifacts may include, PLC notes, student data tracking sheets, lesson plans, observation data and job-embedded professional development.

Person responsible for monitoring outcome:

Christine Pares (christine.pares@ocps.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Professional development through PLC's, full staff, and job-embedded with a focus on backwards design using B.E.S.T. standards.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Backward design is the process to design a lesson, unit, or course by first determining what the final outcomes are and then planning assessment strategies and finally determining methods of instruction and assignments. It allows instructors to plan lessons and courses with a focus on student learning

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development

Person Responsible

Christine Pares (christine.pares@ocps.net)

PLC Meeting (schedule, focus, notes)

Person Responsible

Sean Brown (sean.brown@ocps.net)

Student Data tracking

Person Responsible

Shelby Peck (shelby.peck@ocps.net)

Monitor and adjust

Person Responsible

Sean Brown (sean.brown@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 progress monitoring data using i-Ready, there is a concern that the rising 3rd graders (past year 2nd grade) are not on track to score a Level 3 or above on the statewide, standardized ELA assessment. Thier diagnostic score indicated that only 48% of the students were proficient, and that 26% of the students were two or more grade levels below.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the most recent statewide English Language Arts (ELA) assessment 2021-2022 , only 53% of Last Years 3rd graders (current 4th) and 48% of last years 4th graders (current 5th) scored a level 3 or above (47% and 52% scored below Level 3).

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

81% of KG, 54% of 1st grade and 48% or more of the students on each grade level will demonstrate on the new coordinated screening and progress monitoring system that they will be on track to pass the Florida Assessment of Student Thinking (FAST English Language Arts 3-5).

Grades 3-5: Measureable Outcome(s)

60% or more of the students in grades 3-5 will demonstrate that they are on track to test proficient on the the 2022-2023 Florida Assessment of Student Thinking (FAST English Language Arts 3-5, PM 1.2.3).

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teachers and students will be monitored by the leadership team through PLC, MTSS and Data Meetings. Grade Level Teams will meet weekly in PLC's to review data, and instructional planning in response to the data, under the guidance of the instructional coach and administration. Students demonstrating ongoing reading difficulty will be closely monitored to ensure the support and differentiation required during small group and interventions. Students will have the opportunity to attend free tutoring after school and spring break campus. Those students who demonstrate an increase in proficiency in reading will be scheduled into enrichment to ensure they maintain their proficiency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Brown, Sean, sean.brown@ocps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Through this walkthrough process, we will analyze progress monitoring (PM) data and walkthrough data to determine areas of strength and potential next steps. We will do this first with Leadership team members and also with grade level teachers. Then, these teachers will share their process with other teachers during monthly PLC meetings so that we have all teachers engaging in the process. With the implementation of the B.E.S.T. standards curriculum, the focus on foundational reading skills of phonemic awareness, phonics and fluency to support reading proficiency will include the use of SIPPS, and Hegerty (Grade K-2). For grades 3-5, in addition to instruction in the B.E.S.T. standards, the instructional approach we will use

Reading Plus. Differentiation of the the instructional strategies will be ensured through the ongoing process of progress monitoring and responsive instructional planning.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

According to 2021-2022 iReady data it was evident that there was a need to get back to foundational skills instruction when teaching reading.

Students demonstrated deficits in Comprehension Information, Comprehension Literature and Vocabulary which had an impact on our overall reading comprehension.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Creation of the Literacy Council to ensure the collaboration of teachers from all grade levels in identifying critical instructional needs of students based on B.E.S.T. standards, and increase their understanding of vertical and horizontal alignment as it affects instruction and student learning. The Leadership team will meets monthly to discuss and collaborate on various literacy needs including vetting various programs and resources to support reading proficiency. Schoolwide assessment data will be reviewed, and decisions made on needs to improve upon data. Information will be shared to teachers and parents on our successes.</p>	<p>Bennett, Tommy, tommy.bennett@ocps.net</p>
<p>Ensure that all teachers are trained in and implement with fidelity the instructional strategies and programs needed to ensure their students' progress and proficiency. Professional development, including training, coaching, modeling and feedback will be provided throughout the year to ensure fidelity of implementation, and that the data is reflecting the instruction that the students are receiving. .</p>	<p>Brown, Sean, sean.brown@ocps.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school values all members and takes great care to elicit feedback from stakeholders. In conjunction with Orange County Public Schools, the school creates and administers an online survey for students, parents and staff to give their input on topics ranging from school safety, barriers to engagement, school fit, school climate and a variety of other topics. Family survey results are compiled and provided to the school and shared with the School Advisory Council (SAC). Strengths and weaknesses are discussed and ideas are formulated to address areas of concern. The school values key stakeholders' opinions, perspectives, attitudes, and perceptions towards the school, their students and education. The survey data is valuable as it is used to understand others and improve the learning environment. Input from students, parents and staff members ensures that a positive learning community is nurtured and maintained. All stakeholders are provided an equal voice in the education of our community's children.

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

Principal: The principal plays an important role in developing the culture of the school. The principal establishes the tone, direction and expectations for professional development for the instructional staff. Administrators model professional development, encourage staff and students, and this in turn promotes a positive school culture. The principal creates an environment where all stakeholders feel valued, appreciated and understood. A culture of transparency, trust and openness helps students, parents and staff improve and maintain positive relationships. The principal ensures that the school's culture aligns with the district's vision, mission, purpose and goals of the organization.

Teachers and Staff: Teachers work in PLC's to create a collaborative culture. Sharing best practices ensures that focusing on a positive, nurturing school culture responds to student needs. By engaging in a professional development that links to student achievement, teachers support students' emotional and academic growth. Collaboration promotes a culture of collegiality among staff members. Teachers help their students develop interpersonal relationships with others and make connections with the world around them.

Students: A positive culture allows students to take ownership of their learning. Students are able to set goals, chart progress and develop action plans on a daily basis to create awareness and independence. A positive school culture produces productive citizens. Students are able to reflect on their strengths and weaknesses and celebrate their successes. A positive school culture shapes students' values essential to student learning: thoughtfulness, inclusivity, building relationships, positive self-image, community involvement, challenging themselves to meet their potential, respecting their peers' similarities and differences.

Parents: Parental involvement in school helps children achieve academically and have a positive attitude about learning. Parents promote their students social and emotional development. A positive school culture

supplies parents with the necessary tools to advocate for their students. Parents are equipped with the necessary information about their children. Parents are welcomed to be involved in school events and activities to promote student achievement. They help their children actively attend school and value education. They motivate and encourage students to become lifelong learners.