

Hidden Oaks Elementary



2014-15 School Improvement Plan

Hidden Oaks Elementary

9051 SUBURBAN DR, Orlando, FL 32829

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
65%

Alternative/ESE Center
No

Charter School
No

Minority
76%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers begin the school year building and establishing relationships with students and building a sense of community within the classroom. The teacher engages students in activities that foster group cohesion and helps students practice social and academic skills (for example, teaching the students the OAKS Attitude, creating classroom rules with the class, playing games that reinforce social or academic skills). The school participates in activities that promote good citizenship and cultural events such as Hispanic History month and Black History month.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Hidden Oaks Elementary is an open campus. In order to create an environment where students feel safe and respected before, during and after school, we have implemented many safety procedures. Students are provided morning and afternoon care through the YMCA Program. When students arrive on campus at 8:15 am, safety patrols are monitoring the hallways with adult supervision. Safety patrols and adults also monitor the halls until 3:20 pm in the afternoon. During the day, all classroom doors are locked throughout the day in addition to the walking gates being locked.

For students who walk to school:

- Parents will be requested to drop students off at gates during arrival.
- If you want to walk your child(ren) to class you are required to sign in at the front office.
- Gates will be locked at 9:00 am and remain locked until dismissal.
- All visitors/guests will use the main gate entrance and sign in at the front office during the school day.
- All visitors/guests need to have a name badge.

Dismissal

- Gates will be unlocked at 2:50 pm.
- Parents are requested to wait at the gates for their child(ren).
- Parents are not to go to classrooms to pick up their child(ren).

All car riders are required to have a car rider tag in the front windshield of the car. Cars that do not have a car rider tag displayed in the window, teachers have been instructed to not release the child. The parent will need to park their car and go to the office with identification to get a car rider tag. Another safety measure implemented the visibility of administrative staff throughout the school day with particular emphasis at the beginning and end of the day. During arrival and dismissal, Mrs. Rumph and Ms. Holmes circulate throughout the campus. In addition, members of the leadership team, as well as other personnel, are assigned to monitor the hallways during these high traffic periods.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Hidden Oaks Elementary has adopted the "OAKS Attitude" for the schoolwide behavioral system.

O-On Task

A-Achieving Goals

K-Kind and respectful

S-Safe Choices

Teachers review the OAKS Attitude with students at the beginning of the year and classrooms follow the OAKS Attitude to keep student engaged during instructional time. In addition, the OAKS Attitude has been clearly defined for behavior in the cafeteria and in the hallways. Videos have been recorded and shown to students to demonstrate examples and non-examples of the OAKS Attitude. Each month, an exemplary student from each classroom is chosen for the OAKS Award, and is presented the award by the principal and participates in a special activity for the month. Each group has their picture taken and is displayed on the OAKS Attitude bulletin board.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Hidden Oaks Elementary ensures the social-emotional needs of all students are being met through monthly guidance lessons provided by our guidance counselor on topics including but not limited to bullying, internet safety, personal space and stranger danger. The guidance counselor also schedules group and individual counseling based on the needs of the students. She provides families with additional resources to outside agencies when necessary.

Hidden Oaks Elementary has partnered with Vista Church. This collaboration allows us to meet students' needs through the Kid's Hope Mentoring program and provides families with clothing and food on an on-going basis.

In addition, Hidden Oaks Elementary has partnered with The Foundation to provide Read 2 Succeed Mentors to students who are struggling academically. Teachers have developed a process for identifying high risk students. Mentors meet with identified students weekly to read books and assist students with academic tasks.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Hidden Oaks monitors and tracks students progress through several means:

- Student Progress Monitoring of academics through the MTSS process
- Attendance and Tardies: When 5 or more occur, a letter is sent home to the parents
- Two or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	8	7	4	5	14	53
One or more suspensions	2	2	0	2	5	2	13
Course failure in ELA or Math	0	0	3	5	13	27	48
Level 1 on statewide assessment	0	0	0	20	23	25	68

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	1	5	12	23	42

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Teachers and administration meet weekly in a PLC setting to discuss academic data, intervention data and student progress. Parent-teacher conferences are held throughout the year and student progress is communicated often with parents. Teachers provide strategies to parents for ways to assist students at home. When a student has been identified as a student needing intervention through the MTSS process, the leadership team along with the teacher, guidance counselor, school psychologist, social worker and parent meet to discuss the specific early warning indicators that have been flagged for that student. The team works to create a plan through the MTSS process and/or child study team to address the concerns, steps to remedy the early warning indicators and timeline for monitoring. Support and interventions are based on student growth using the MTSS process to follow student progress through graphs and a data matrix.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Hidden Oaks Elementary works to build positive relationships with families. Beginning of the year activities such as Meet Your Teacher, Open House and special events such as Book Fair, Literacy Night, Chorus concerts and PTA events are scheduled in order to build relationships with families and to increase involvement. SAC meetings are also held monthly to share critical school information with families.

Hidden Oaks provides several avenues to communicate to parents such as Connect Orange phone messages, Connect Orange e-mails, the Hidden Oaks website and Facebook page as well as the school's marquee and flyers. Academic progress on students is provided to parents on a regular

basis through progress reports, report cards, report card conferences and regular parent-teacher conferences.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Hidden Oaks is working to revitalize the Partners in Education program, acknowledging how local businesses collaborating with the school to share resources, both in people and materials, will foster growth in our students to better prepare them for the future. The school has been building relationships in the community with local businesses to expand opportunities for collaboration. Hidden Oaks strives to prepare our students for college and career readiness. When businesses take part in the education of our students, they help strengthen the work force of the future. The Partners in Education program is vital in helping our community and school work to cultivate growth together.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rumph, Barbara	Assistant Principal
Holmes, Kenisha	Principal
Fulbright, Kathleen	Instructional Coach
Hamilton, Tameka	Instructional Coach
Bennett, Maria	Instructional Coach
Oyler, Sally	Guidance Counselor
Peck, Shelby	Instructional Coach
Korniotes, Angela	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Kenisha Holmes, Principal
 Barbara Rumph, Assistant Principal
 Maria Bennett, Staffing Specialist
 Kathleen Fulbright, Curriculum Resource Teacher /Reading Coach
 Shelby Peck, Compliance Teacher/MTSS Coach
 Angela Korniotes, Behavior Specialist
 Sally Oyler, Guidance Counselor
 Tameka Hamilton, Instructional Coach
 Weekly leadership team meetings are scheduled to communicate successes and challenged throughout the school and to share in problem solving issues as they may arise. The principal oversees the total school operation. The Assistant Principal oversees discipline and school facilities. Both the Principal and Assistant Principal conduct observations and evaluations of staff. The CRT serves as the testing coordinator for local and state assessments and serves as an instructional

coach. The Behavior Specialist assists teachers who teach students with severe behavioral concerns and provides strategies. The CCT maintains data on the LEP population as well as strategies for ensuring the academic success of these identified students. The CCT 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 situation. The Instructional Coach provides 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, FSA, Benchmarks, FAIR, FLKRS and class assessments that describe the students gap or problem. 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 will monitor the progress of staff development and student progress through weekly PLC meetings that are driven by student data. Ongoing development and expectations of the MTSS process will be cultivated during the weekly meetings.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

A representative from the MTSS leadership team will meet with the School Advisory Council(SAC) to provide an overview of MTSS and the implementation plan for Hidden Oaks Elementary in order to help develop the school improvement plan (SIP) for the next school year. The team will provide data on Tier 1, 2, and 3 targets, academic and social/emotional areas that need to be addressed; discuss expectations for instruction, including, Florida State Standards(FSS) and the use of Marzano elements/strategies to increase the effectiveness and rigor of instruction.

Grade level data boards will be used to track student progress throughout the school year and grade level teams will create an instructional focus calendar (IFC) to drive their time frame for teaching required standards.

Florida's Continuous Improvement Model (FCIM) 8 step process will guide our decisions related to implementing interventions for students based on their needs. PLC meetings will be held 2 days a week to support the teachers' understanding and use of the FCIM process and intentional lesson planning with the guidance of the school principal, school psychologist and the leadership team. The Plan, Do, Check, Act (PDCA) cycle will be used to direct our plan of action.

Supplemental Academic Instruction (SAI) funds will be used to support our before and after school tutoring program. The program coordinator will perform the duties of hiring staff as tutors and identifying students using FSA, Benchmark and CELLA data to target all subgroups. Parents are provided the option to allow the students to attend two-one hour sessions per week, either in the morning before school or in the afternoon after dismissal. Funds will be used to pay for the tutors' service and consumable materials for student use.

Title X Homeless is coordinated by our school registrar and our school guidance counselor. Together, they identify and provide Hidden Oaks' homeless population with afforded rights. Upon registration, the families are identified by the school registrar and then referred to the guidance counselor for follow up with the needs of the family. Registrar will inquire about the need for school supplies, etc. We often keep these students in mind for our small food pantry, etc. We provide clothing when appropriate, offer star tutoring if they qualify. We keep a list to identify them for Thanksgiving and Christmas support. We request a variety of services from the homeless department, such as funds for a field trip, a gas card for the parent to be able to attend a family night, bus passes when appropriate,

extra support for the students at school, when needed. Brochures are provided listing resources in the area.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kenisha Holmes	Principal
Yolanda Hurtado	Teacher
Maria Cruz	Education Support Employee
Christine Colon	Business/Community
Kelley Fenter	Business/Community
Kate Fulbright	Teacher
Katherine Padilla	Parent
Debbie Augustine	Parent
Laura Bruzual	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Hidden Oaks school improvement plan focused on two goals, to improve reading and math achievement and to improve fourth grade writing scores. Hidden Oaks students made gains in the areas of learning gains in math(10%) and learning gains for the lowest 25% in math (13%). Reading and math overall achievement scores(students scoring level 3 and above, Reading 59% and Math 54%) declined from the 2013-14 school year as well as fourth grade writing scores (32%).

Development of this school improvement plan

The School Advisory Council meets monthly to review goals and progress toward goals. As data from assessments is generated and disaggregated the members of the SAC discuss ways to continue to make progress through the use of the staff and community members. SAC members involvement in the development of this plan will be to review the current and/or most recent assessment data from the Florida Standards Assessment and Performance Matters. Generation of ideas for improvement in each academic content area will be discussed. School Effectiveness survey will be generated by SAC annually to determine additional areas of improvement based on staff, student and parent input.

Preparation of the school's annual budget and plan

The principal convenes a budget committee comprised of instructional and classified staff as well as members from the SAC, PTA and MPLC committees. The initial meeting is to discuss the Hidden Oaks budget and provide an overview. Discussion ensues as to how any additional funds may be used (i.e. purchase of materials, technology, instructional coaches). A second meeting is convened to report on the finalized budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Hidden Oaks Elementary is working towards providing students with technology in the classroom. The school improvement funds were discussed and it was decided to use these funds towards the purchase of technology for teachers to use during instruction. All classrooms currently have projectors. It was determined that the purchase of document cameras would be an additional technology resource teachers could use to enhance instruction. The SAC voted and approved to use the school improvement funds towards the purchase of document cameras for classroom teachers.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Holmes, Kenisha	Principal
Rumph, Barbara	Assistant Principal
Fulbright, Kathleen	Instructional Coach
Oyler, Sally	
Hamilton, Tameka	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Each member of the LLT attends professional development provided by the county and provides the information and input during ELA lesson planning on a weekly basis. Incorporate and support the use of instructional technology into literacy instruction. Media Specialist will support classroom teachers and students through the use of the computer lab to increase student knowledge on technology use to support projects and incorporation of Florida English Language Arts Standards.

In addition to the focus on literacy instruction, the LLT will host a Literacy Night sponsored by Junior Achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided on-going professional development in the areas of the new Florida Standards, Deconstructing Standards, Intentional Lesson Planning, Marzano's Art and Science of Teaching, Deliberate Practice and Data Analysis. In addition, grade level professional learning communities meet 4 days a week with a leadership team facilitator to develop rigorous lesson plans aligned with the Florida standards and incorporate Marzano strategies. Additional district coaches provide support and on-going professional development in the areas of PLCs, Writing, ESE and Math/Science

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Hidden Oaks has developed a mentorship program to provide new teachers with an established teacher at the school to provide assistance and mentorship throughout the year. Mentors meet with mentees at least once a month or as often as needed. Specialized staff development for new and inexperienced teachers is provided on an ongoing basis. New teachers are provided frequent monitoring and support systems to ensure positive support.

The school leadership maintains an effective network within the school system to recruit effective teachers .

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The purpose of the mentoring program is to achieve growth in all academic areas while increasing teacher knowledge to promote student gain. The rationale for the pairings is to provide the new teacher with a teacher who has vast experience in teaching, who also stays current and is a learning leader. The new teacher will be strategically placed with an experienced teacher. They will meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Grade level PLCs meet weekly to develop lesson plans. The PLCs have been provided with the resources for the intentional planning sessions which are overseen by a member to the leadership team. Teachers begin with the district's scope and sequence and Florida standards within the scope and sequence to begin planning. The learning targets within the standards are identified and resources/materials are discussed. Teachers begin with the state-approved, district adopted resource materials (Journey's Reading and Go Math). Based on review of the learning targets and curriculum, teachers determine if additional resources are needed to meet the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade level Data PLCs on a weekly basis with the Principal to progress monitor grade level data, as well as to disaggregate and analyze the trends in data to inform instructional decisions. General academic instruction and support is designed and differentiated for all students.

When individual students demonstrate on-going learning deficits, teachers meet with the MTSS team to get recommendations to provide a more focused, targeted instruction/intervention based on the student's individual deficits in addition to and aligned with the core curriculum and instruction. This level of support is intensified when data demonstrates that the student is continuing to struggle.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,640

Star tutoring is available for students in grades 3-5 that are reading below grade level based on FCAT, Benchmark Assessments, CELLA and FAIR data. This program runs for 20 weeks. Star tutoring provides identified students with before or after school tutoring for two days each week for one hour each day. Parents have the option to choose Tuesday and Thursday mornings or Tuesday and Thursday afternoons for their child to attend.

Strategy Rationale

To provide students with additional, small group instruction on foundational skills in reading.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Holmes, Kenisha, kenisha.holmes@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

IReady will be used within the tutoring program. Students will take a diagnostic assessment to determine areas of needs. IReady will track student progress throughout the program. In addition, attendance will be tracked. Data will be monitored for student growth. If students are not making incremental gains, additional strategies, resources will be discussed and implemented through the MTSS process.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In May/June we will provide an orientation/meeting for parents with children that may enter Orange County Public Schools Pre-K or Kindergarten programs. Neighboring child care programs and pre-school programs will be targeted to promote the event through the use of invitations/flyers.

Summer introductions in late July will be scheduled for the students and families to meet the administrative and Kindergarten staff. Kindergarten staff will also administer assessments to determine readiness skills of the upcoming Kindergarten students at this time.

Campus tours can be scheduled during the months of June, July and August with the parents and students upon completion of the registration process.

Promotion of the Kindergarten Round Up will be implemented as prescribed by Orange County Public Schools in April.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Hidden Oaks Elementary has established relationships with local businesses in the community. Representatives from these businesses are asked to volunteer their time to come to the school and discuss their careers in a Teach-In type setting. This year, the school will focus on bringing in representatives from STEM careers to talk to students about job opportunities within the STEM fields.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Hidden Oaks has endeavored to make many real-world connections for students during daily instruction. Teachers provide students opportunities to engage in Model Eliciting Activities (MEAs) during math and science instruction where students are provided a real-life problem scenario and must devise a solution and plan for implementation. A STEM Science Fair will be held in the Spring, designed to help students make connections between what they have learned in the classroom and the real world. In addition, the school has an ongoing relationship with Junior Achievement where Business Majors from the University of Central Florida provide instruction in economics to students throughout the school during a five week course. Representatives from Wells Fargo will also speak to the fifth grade students about money management and personal finance.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and use of Florida standards and the Instructional Framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase as a result of teachers' understanding and use of Florida standards and the Instructional Framework. 1a

G040322

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	75.0
Math Gains	75.0
FAA Mathematics Proficiency	55.0

Resources Available to Support the Goal 2

- Common planning time
- Lesson plan facilitation two times a week
- On-going professional development
- Weekly data PLC meetings
- Lesson plan template
- Reflective Teaching
- iobservation
- PDS on-line
- IMS curriculum resources
- Florida State Standards
- Houghton Mifflin/Harcourt curriculum for Reading and Math
- Marzano's Art and Science of Teaching
- District Coached
- LSI

Targeted Barriers to Achieving the Goal 3

- Teachers' limited knowledge of new standards and how to effectively use to guide lesson planning and delivery.
- Teachers' inefficiency at incorporating the Marzano framework into instruction

Plan to Monitor Progress Toward G1. 8

Common Standards-Based Assessments, FAIR, Benchmark Testing

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student data, PLC meeting data notes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Student achievement will increase as a result of teachers' understanding and use of Florida standards and the Instructional Framework. **1**

 G040322

G1.B1 Teachers' limited knowledge of new standards and how to effectively use to guide lesson planning and delivery. **2**

 B097544

G1.B1.S1 Professional development on deconstructing standards, Webb's Depth of Knowledge **4**

 S108789

Strategy Rationale

Develop core knowledge of new standards

Action Step 1 **5**

Professional development on deconstructing standards

Person Responsible

Kenisha Holmes

Schedule

On 8/13/2014

Evidence of Completion

Sign in sheets, deconstruction tool

Action Step 2 5

Professional development on Webb's Depth of Knowledge

Person Responsible

Kenisha Holmes

Schedule

On 8/11/2014

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership Team Members meet with grade level teams weekly for common planning and PLC.

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Common lesson plans and PLC planning time.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor Lesson Plans

Person Responsible

Kenisha Holmes

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Review daily lesson sequence within lesson plans for rigorous instruction based on standard and identified DOK within standard

G1.B1.S2 Intentional lesson planning daily, across all grade levels 4

S108792

Strategy Rationale

To create rigorous instruction, aligned with standards

Action Step 1 5

Teachers attend and actively participate in scheduled common planning time.

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC schedule, PLC planning form and completed lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration providing feedback in Domain 2: Planning and Preparing in iObservation

Person Responsible

Kenisha Holmes

Schedule

Monthly, from 9/17/2014 to 4/30/2015

Evidence of Completion

iObservation report

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Ongoing monitoring of lesson plans for evidence of standards based planning

Person Responsible

Kenisha Holmes

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Administrative notes providing actionable feedback on lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom observations

Person Responsible

Kenisha Holmes

Schedule

Weekly, from 9/17/2014 to 4/30/2015

Evidence of Completion

iObservation reports

G1.B3 Teachers' inefficiency at incorporating the Marzano framework into instruction 2

 B097547

G1.B3.S1 Teachers will be provided with on-going professional development on the Marzano framework, specifically focusing on providing rigorous learning goals and scales, tracking student progress and helping students record and represent knowledge. 4

 S140800

Strategy Rationale

To increase teacher understanding of the Marzano Framework and the correlation to increased student achievement.

Action Step 1 5

Teachers will be provided with professional development on the Marzano Instructional Framework.

Person Responsible

Kenisha Holmes

Schedule

Biweekly, from 10/15/2014 to 5/20/2015

Evidence of Completion

Teachers will be responsible for completing a exit slip after each professional development.

Action Step 2 5

Teachers will engage in multiple planning days throughout the year where the focus will be on creating unit plans that incorporate strategies aligned with the Marzano framework.

Person Responsible

Kenisha Holmes

Schedule

Quarterly, from 10/15/2014 to 5/20/2015

Evidence of Completion

Planning Day deliverables including unit plans and Instructional Focus Calendars

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Weekly lesson plan checks and OBSERVATION data.

Person Responsible

Kenisha Holmes

Schedule

Daily, from 10/15/2014 to 6/3/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development on deconstructing standards	Holmes, Kenisha	8/11/2014	Sign in sheets, deconstruction tool	8/13/2014 one-time
G1.B1.S2.A1	Teachers attend and actively participate in scheduled common planning time.	Holmes, Kenisha	8/11/2014	PLC schedule, PLC planning form and completed lesson plans	6/5/2015 weekly

Orange - 1461 - Hidden Oaks Elementary - 2014-15 SIP
Hidden Oaks Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Teachers will be provided with professional development on the Marzano Instructional Framework.	Holmes, Kenisha	10/15/2014	Teachers will be responsible for completing a exit slip after each professional development.	5/20/2015 biweekly
G1.B1.S1.A2	Professional development on Webb's Depth of Knowledge	Holmes, Kenisha	8/11/2014	Sign-in sheets	8/11/2014 one-time
G1.B3.S1.A2	Teachers will engage in multiple planning days throughout the year where the focus will be on creating unit plans that incorporate strategies aligned with the Marzano framework.	Holmes, Kenisha	10/15/2014	Planning Day deliverables including unit plans and Instructional Focus Calendars	5/20/2015 quarterly
G1.B3.S1.A3	[no content entered]			one-time	
G1.MA1	Common Standards-Based Assessments, FAIR, Benchmark Testing	Holmes, Kenisha	8/25/2014	Student data, PLC meeting data notes	5/29/2015 weekly
G1.B1.S1.MA1	Monitor Lesson Plans	Holmes, Kenisha	8/11/2014	Review daily lesson sequence within lesson plans for rigorous instruction based on standard and identified DOK within standard	6/5/2015 biweekly
G1.B1.S1.MA1	Leadership Team Members meet with grade level teams weekly for common planning and PLC.	Holmes, Kenisha	8/11/2014	Common lesson plans and PLC planning time.	6/5/2015 weekly
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Weekly lesson plan checks and iOBSERVATION data.	Holmes, Kenisha	10/15/2014	Lesson plans	6/3/2015 daily
G1.B1.S2.MA1	Ongoing monitoring of lesson plans for evidence of standards based planning	Holmes, Kenisha	8/18/2014	Administrative notes providing actionable feedback on lesson plans.	5/29/2015 biweekly
G1.B1.S2.MA4	Classroom observations	Holmes, Kenisha	9/17/2014	iObservation reports	4/30/2015 weekly
G1.B1.S2.MA1	Administration providing feedback in Domain 2: Planning and Preparing in iObservation	Holmes, Kenisha	9/17/2014	iObservation report	4/30/2015 monthly
G1.B1.S2.MA2	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase as a result of teachers' understanding and use of Florida standards and the Instructional Framework.

G1.B1 Teachers' limited knowledge of new standards and how to effectively use to guide lesson planning and delivery.

G1.B1.S1 Professional development on deconstructing standards, Webb's Depth of Knowledge

PD Opportunity 1

Professional development on deconstructing standards

Facilitator

Kathleen Fulbright, CRT

Participants

Instructional Staff

Schedule

On 8/13/2014

PD Opportunity 2

Professional development on Webb's Depth of Knowledge

Facilitator

Kathleen Fulbright, CRT

Participants

Instructional Staff

Schedule

On 8/11/2014

G1.B3 Teachers' inefficiency at incorporating the Marzano framework into instruction

G1.B3.S1 Teachers will be provided with on-going professional development on the Marzano framework, specifically focusing on providing rigorous learning goals and scales, tracking student progress and helping students record and represent knowledge.

PD Opportunity 1

Teachers will be provided with professional development on the Marzano Instructional Framework.

Facilitator

Kenisha Holmes, Kathleen Fulbright and Tameka Hamilton

Participants

Pre-K - 5 Teachers

Schedule

Biweekly, from 10/15/2014 to 5/20/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0