

Hidden Oak Elementary School



2014-15 School Improvement Plan

Hidden Oak Elementary School

2100 FORT CLARKE BLVD, Gainesville, FL 32606

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

30%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

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

School Board Approval

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

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Alachua County School District, the vital force in the heart of northern Florida, is to guarantee each student will excel in every chosen arena through an education system characterized by compassion and integrity, an engaging curriculum tailored to meet individual needs and aspirations, application of innovative approaches, and the courage to continuously reform to meet every new challenge.

Provide the school's vision statement

At Hidden Oak, the total school community will work together in a positive, supportive atmosphere to create a child-centered, educationally productive environment maximizing each student's potential to become confident, independent, life-long learners.

School Environment

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

Home Language surveys and enrollment forms serve as the initial manner of obtaining information about cultures within our school. Teachers also obtain information from parents through information forms and conferences with families. Parents and students are encouraged to share information about their cultures. Some parents have volunteered to share with classes and grade levels information about their cultures, customs, holidays, etc. Teachers also make use of the district volunteer program and speakers to share information regarding various cultures.

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

A respect for others is one of our school rules that is modeled and reinforced by staff. Throughout the day, the safety and welfare of students is a high priority. Teachers are consistently monitoring their classes to ensure student safety. A family atmosphere within our school encourages all staff to care for and assist all students. In addition, we have a resource officer who works to establish a rapport with students so they would feel comfortable coming to him with safety concerns. Faculty members respond to calls, letters, or meetings with parents regarding safety and respect.

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

A set of school-wide rules were developed by our faculty. Our school is using the Positive Behavior Support (PBS) Program to recognize those students who are following school rules. The aim of the program focuses on violence prevention through pro-social behaviors. Student earn "Hoot Loot" for their positive behaviors which can be redeemed for classroom rewards or school-wide events. Each grade level has a teacher representative on the school's discipline committee. Their task is to work together to solve problems and see that rules and expectations are consistent throughout the grade levels. Teams also work together to establish similar expectations for student behavior. At each grade level there is a buddy system in effect so that when a student's behavior becomes a distraction, they

can be sent to another teacher's room at the grade level, thus avoiding missing out on grade-level instruction. If this does not change the behavior the principal, assistant principal, and guidance counselor are available to assist. Keeping in contact and working with parents regarding distractions and behaviors is also an important part in improving behaviors.

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

Our guidance counselor provides guidance lessons at all grade levels. These follow a prescribed curriculum established by the district, but also incorporates special concerns teachers may want addressed. The counselor is available to meet with individual students based on teacher or parent request. For selected students, a mentoring program is used to help meet their needs.

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

The assistant principal and data base manager work together to monitor student attendance. Letters and phone calls are made for those students with excessive absences. When a student is suspended a conference is held with the family and the principal/assistant principal. During regularly scheduled data chats student data and grades are discussed and strategies are shared to improve achievement.

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	10	7	2	2	3	7	31
One or more suspensions	0	1	2	0	1	3	7
Course failure in ELA or Math	2	9	11	18	9	8	57
Level 1 on statewide assessment	0	0	0	24	13	16	53

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	1	2	9	7	7	26

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

Students received small group instruction in addition to whole class instruction. Teachers at several grade levels worked with groups of students after school, during lunch, before school, during planning times, and during recess, to provide extra reinforcement and remediation. During small group instruction, other teaching materials beyond the core programs were used to meet student needs. The use of technology was also employed with intervention groups. Teachers routinely worked with families to present suggestions for activities to be done at home.

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

While we are not a Title 1 school, our teachers utilize a variety of methods to communicate with parents including but not limited to: student agendas, newsletters, conferences, phone calls, and grade level meetings. We had two opportunities last year for parents to come to school conferences in the evenings. Teachers have made visits to a neighborhood center to meet with families who have difficulty with transportation to our school site. For our ELL students, two parent meetings are scheduled per year along with district level parent meetings. For students with a Progress Monitoring Plan, teachers meet with the parents to discuss strategies used in school to augment their skills. Ideas for what can be done at home to help the student are also shared. Our volunteer coordinator provides parents with information about opportunities to assist at school, along with an orientation session for participating at school. We recorded a total of 17,415 hours of volunteer service last year using 575 volunteers. Climate surveys from last year indicated 94% of parents felt they were informed about, and involved in school activities.

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

The school staff communicates regularly with families through student agendas, student take-home folders, newsletters, emails, phone-home messages, and conferences. Teachers have also visited a center located in one of our neighborhoods with a low socioeconomic population. The purpose of these visits was to meet with parents and encourage them to utilize the academic resources this center has to offer. Our teachers make use of the county volunteer program for expert speakers to augment units of study. Teachers also utilize our parents to volunteers at school. The school volunteer coordinator works to find parents who would be available for tutoring or preparing materials for use by classrooms. We also make use of our business partners who provide support for various school projects.

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
Knowles, Ron	Principal
Futch, Tonya	Assistant Principal
Evans, Martha	Other
Doll, Karen	Guidance Counselor

Duties

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

The school leadership team meets on a regular basis. At our meeting concerns about students, classroom data, school safety, instructional practices, and suggestions for resolution of concerns are discussed. District curricular data, behavioral and attendance data, and teacher input are shared in these meetings. We work to provide support to the classroom teachers as they strive to meet the needs of our students.

The principal and assistant principal oversee the Rtl process by providing a common vision for the use of data-based decision-making, including: making assurances that RTI is implemented according to district guidelines; oversee implementation and documentation of interventions; provide/secure needed professional development for staff. In addition they are responsible for instructing and organizing staff on their responsibilities and requirements, making necessary committee appointments, helping teachers work with individual classroom problems, hiring and evaluating staff, overseeing the safety of students, working with the staff to develop a plan for personal and professional growth, supervise the implementation of district adopted programs, and work/communicate with parent and community groups.

Our guidance counselor arranges for Educational Planning Team meetings to discuss teacher concerns regarding students. These duties entail: notifying parents of scheduled meetings so they may be in attendance; assist in planning interventions; meet with teachers on a regular basis to change/modify interventions; assist teachers with record-keeping required for interventions; and oversee necessary documentation required by the district. She also serves as the contact person for community-based programs. In addition, she teaches comprehensive guidance units to classes and provides individual counseling and guidance to individual students.

The curriculum resource teacher facilitates and supports data collection activities, works with teachers on using data to plan for instruction, and serves as a resource in EPT (Educational Planning Team) meetings. The curriculum resource teacher also works with teachers on the implementation of Florida Standards and district endorsed programs.

Implementation of the School Improvement Plan (developed by the leadership team, curriculum committees, and SAC) is a role shared by Principal, Curriculum Resource Teacher, and Assistant Principal. The SIP includes staff development that is built into the school calendar. This leadership Team shares responsibility to schedule these trainings, and provide assistance to teachers in implementing curriculum.

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

Data results of student tests are available to teachers, principal, assistant principal, and CRT on Google documents. The Principal, Assistant Principal, Guidance Counselor, and CRT will meet with one grade level team each week to discuss data, monitor students' progress, and address concerns. Lesson plans, which are turned in on a regular basis to the principal, will reflect an emphasis placed

on providing differentiated instruction to meet the needs of students in all tiers.

Hidden Oak is a Non-Title 1 School. We rely on district funds and initiatives to meet the needs of our students. The Homeless Education Office is a resource we depend on for assistance with several families per year. This department offers educational support for families in need through notifying schools of the family's needs, and working with bus schedules to assure that students get to school. Families in need are also supplemented by the Food for Kids Program. This organization provides food for fourteen families per week through backpacks brought home from school.

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

Violence protection programs would come under the district-wide initiative called Positive Behavior Supports (PBS). This project began two years ago, and is practiced at each school in the district: elementary, middle, and high schools. All schools were represented at the initial training sessions. Periodic follow-up meetings are offered each school year. PBS focuses on violence prevention through pro-social behaviors. Incentives are in place to encourage social and academic success. Supplemental activities for instruction are also an important component in this area. As a Non-Title 1 school, we depend on in-house programs to supplement the core curriculum. Classroom teachers take on the bulk of this responsibility by extending the core curriculum through teacher-led small groups and work stations. A good number of teachers also work with at-risk students after school. One way we accomplish this is through tutoring. Students attending our Extended Day Enrichment Program are regularly pulled out for computer based learning and one-on-one instruction by their grade level teachers. Our third grade team allows students to attend extra tutoring sessions to build reading skills one afternoon per week. Teachers also make regular visits to a community center in a low income neighborhood to meet parents and work with students. Both of these programs are voluntary.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ron Knowles	Principal
Martha Evans	Teacher
Nancy Pearl	Teacher
Laurie Waldo	Teacher
Kathy Ihland	Teacher
Kathy Kaminsky	Teacher
Bobbie Williams	Education Support Employee
Kimberly Taylor	Parent
Todd Rousseau	Parent
Michelle Sharp	Parent
Janie Williams	Business/Community
Jeff Tice	Business/Community
Adam Buddle	Business/Community
Rae Rathinasabapathi	Business/Community

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

The final plan was shared with the SAC at the September 25, 2013 meeting. At meetings throughout the year information and progress was shared regarding various areas of our plan. At our June 17th meeting FCAT results were share and the impact these would have on our 2014-15 plan were discussed with the SAC.

Development of this school improvement plan

On June 17, 2014 committee chairpersons met with the SAC to share proposed changes to the 2013-14 SIP. SAC members were able to provide feedback on each section of the plan at this meeting. Limited FCAT data was also shared with the SAC at this meeting. On the September 24, 2014 SAC meeting all FCAT data from 2014 was shared along with our school grade.

Preparation of the school's annual budget and plan

At the September meeting of our SAC the principal shared the expenditure of school improvement funds which included discretionary funds, advanced placement monies, lottery monies, tech monies, district equalization, and A+ monies. This included amounts in each area and a reported used of each. The SAC approved the report as presented by the principal

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

The proposed use of school recognition money was discussed and the SAC approved the faculty vote for the distribution of money at the January 29, 2014 meeting. From discretionary funds approved by the SAC technology supplies(SmartBoard projector bulbs, printer ink, etc.) up to \$1,000.00 were purchased.

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

Yes

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
Clinton, Kellie	Teacher, K-12
Asmuth, Cynthia	Teacher, PreK
Davis, Rebecca	Teacher, K-12
Freedman, Sarah	Teacher, K-12
Harris, Allison	Teacher, K-12
Lewis, Lisamarie	Teacher, K-12
Mulkey, Anna	Teacher, ESE
Waldo, Laurie	Teacher, K-12
Walton, Kate	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The committee will meet several times during the school year to review the school improvement plan and status of the implementation. We will also continue to make use of available data to plan and improve differentiated instruction for students. The LLT also will continue to examine ELA standards and the curriculum materials we have to support their teaching. The group also works to provide a forum to share ideas and remedy any concerns of committee members. The chairman updated the principal and curriculum resource teacher on any pertinent information and work as a team toward improving the language arts curriculum.

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

The school is structured with grade level teams plus a curriculum resource and student services teams. Team leaders meet with the principal, assistant principal, and curriculum resource teacher twice a month and faculty meetings are held once a month to share information and address concerns. Teams meet on a weekly basis at which information is shared, grade level planning occurs, and concerns are addressed. The hospitality committee works to foster positive feeling among staff through organized social events, wedding and baby shower celebrations, providing dinners when a staff or immediate family member family is ill, and sending cards/flowers for specific occasions. In addition to these, staff also receives monthly notes with goodies attached, an occasional breakfast or lunch, and personal notes of support/appreciation to staff from the administration. Grade level teams also work to develop a feeling of collegiality though dining together, birthday celebrations, planning activities away from school, and close communication.

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

Scheduled meetings for beginning teachers and teachers new to Hidden Oak are held with the principal and assistant principal. Grade level team meetings occur on a regular basis, which provide a support for new and veteran members. Teachers are able to share ideas, discuss concerns, and offer suggestions in a supportive atmosphere through the team meeting structure. A district mentor coach works with new teachers as part of District Beginning Teacher Program. The principal is open to referrals from current employees regarding potential personnel. The principal and assistant principal observe college interns who are recommended by directing teachers. These observations are helpful when hiring situations

arise. The principal and assistant principal work to provide an encouraging atmosphere and develop open communication with staff members. Classroom walk-throughs and formal observations also provide a means to develop continuous instructional improvement and create dialogue with teachers.

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

Pairings are based on the experience and training of each mentor coach including grade level and subjects taught. Planned mentoring activities include: assist in completion of Beginning Teacher Program; accommodate monthly cohort meetings at school sites; support each beginning teacher in professional development, based on their individual needs.

Principal and Assistant Principal meet formally with beginning teachers and teachers new to the school, to review best practices and professional expectations related to the culture of the school. This group also receives training on the district's evaluation and observation tools, including key "look fors" in each domain.

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

Materials used for core instructional program are ones that have been approved by the state. During the selection process teacher representatives from each school examine texts to see if they are aligned to standards as part of the adoption process. When teachers at individual schools examine samples this is also one criteria they are using in the evaluation process. District leaders also work with principals and curriculum resource teachers to ensure that all standards are covered through the core materials adopted.

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

Data from weekly, chapter, benchmark tests, FAIR testing, Discovery Education testing, informal assessments, and teacher observation is used to make instructional decisions for students. Based on the results of the data teachers follow the CIMS model with students who have not mastered a skill receiving reteaching/tutoring and then being re-assessed to check mastery. Teachers provide differentiated instruction during the 90 minute reading time and at other times during the school day. These other times may also occur before or after school. Teachers may modify the instruction by breaking skills into smaller components, taking extended time to show mastery, using materials from a lower level to build a scaffold, teachers may use access points in presenting material to students, using different modalities, or more repetition are some ways teacher modify instruction for students.

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 Year

Minutes added to school year: 3,600

The district offers a reading camp each summer for third grade students. This past summer it was also expanded to include fourth grade students.

Strategy Rationale

For third graders who did not show mastery of reading benchmark standards as assessed by FCAT testing this was a time to provide for further instruction in reading and to assess again using a different instrument.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Knowles, Ron, knowlere@gm.sbac.edu

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

Students who did not score above a Level 1 on FCAT reading were administered the SAT 10 during the summer reading camp.

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

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

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

Our district schedules Kindergarten Round-up for all elementary schools. Parents of incoming kindergarten students are invited to attend this annual event in early May. We use this event as an opportunity for incoming kindergarteners to participate in a variety of planned activities as they rotate through the Kindergarten classrooms.

For our out-going ESE students there are IEP update meetings, to assure that their educational needs will be met in their new school setting.

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

N/A

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

N/A

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.** To increase achievement in reading for all subgroups by 1%.
- G2.** To increase the number of students in all sub groups scoring at Level 3 in math or better by 1%
- G3.** 70% of our students will score at a proficient level on FFA Writing Testings
- G4.** To increase by 1% the number of students scoring Level 3 or higher on FCAT 2.0 science.
- G5.** To decrease by 1% the percent of students missing more than 10% of the school year.

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

G049354

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	90.0

Resources Available to Support the Goal 2

- With the adopted reading series teacher have several resources available to work with a range of student abilities. This year teachers will be incorporating Florida Standards which will guide instruction.
- Teachers will continue to use other materials beyond the core program including but not limited to Building Vocabulary Kits, technology, Seeing Stars, LiPS, frequent fluency checks, Kagan strategies, CRISS strategies, UNRAAVEL, FCRR activities, and incorporation of higher order questioning.
- During the reading block teachers will provide time for appropriate differentiated instruction for the all students. Literacy work stations will be provided to give students meaningful reading practice.
- Intervention groups will occur across all grade levels for lowest quartile groups.
- The district has provided assistance to teachers through county pacing guides and district-wide in-service for the new reading series.
- Data chats are held on a regular basis to discuss student progress and concerns. At these chats ideas are brainstormed to provide assistance for those students experiencing difficulties.
- Our teachers will continue to reach out to parents by visiting a neighborhood center. At the center they meet with students as well as parents to try to encourage reading and reading related activities away from the school setting.
- Technology will be incorporated to enhance instruction. Our PTA is funding Scoot Pad to reinforce reading. Discovery Education resources will also be incorporated in the instructional program.

Targeted Barriers to Achieving the Goal 3

- New Florida Standards have increased the expectations for students in reading

Plan to Monitor Progress Toward G1. 8

Test date from Benchmark Assessment s will be used to monitor progress

Person Responsible

Martha Evans

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Google docs and PCG will have records of test results

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

G049355

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	93.0

Resources Available to Support the Goal 2

- County adopted math series and instructional pacing guides.
- Teachers incorporate a gradual release model in their math lessons
- Teachers place an emphasis on manipulatives during math instruction. Also Gems and AIMS activities are used to involve students in math activities.
- Teachers plan together and incorporate materials beyond the core program with include but are not limited to technology, various strategies, manipulatives, and other materials. They will continue to develop SmartBoard lessons for grades 1-5 that will be shared among teachers.
- During the hour block dedicated to math daily teachers allocate time to provide for differentiated instruction.
- Technology resources including IXL and Reflex Math have reinforced instructions and helped to increase fluency of math facts.
- Teachers plan together to provide increased STEM activities for students.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tonya Futch

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Notes from data chats

G3. 70% of our students will score at a proficient level on FFA Writing Testings 1a

G049356

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Teachers provide students with explicit teaching of writing process on a daily basis.
- Grade levels plan together meaningful writing lessons and activities for students. These also include writing in other content areas.
- Teachers will receive training demands of writing for Florida Standards
- Teachers have a variety of materials to use to instruct students in the writing process. In addition they have writing sils and activities in the adopted reading series.
- County has developed a new writing plan which will be implemented this year.

Targeted Barriers to Achieving the Goal 3

- Teachers are not as familiar with what will be required for student on the Florida Standards test for writing.

Plan to Monitor Progress Toward G3. 8

Samples of students' work will be collected and evaluated by teachers.

Person Responsible

Martha Evans

Schedule

On 6/4/2015

Evidence of Completion

Results of Florida Standards writing test results will be used to evaluate our progress

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

G049357

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	88.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Tonya Futch

Schedule

Every 6 Weeks, from 9/22/2014 to 6/4/2015

Evidence of Completion

Lesson plans

G5. To decrease by 1% the percent of students missing more than 10% of the school year. 1a

G049359

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Tonya Futch

Schedule

On 6/4/2015

Evidence of Completion

Attendance records and meeting logs

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

 G049354

G1.B5 New Florida Standards have increased the expectations for students in reading **2**

 B127860

G1.B5.S1 Grade level meetings will occur in which teachers unravel and examine reading standard. **4**

 S139962

Strategy Rationale

Action Step 1 **5**

Grade level meetings will occur in which modeling unpacking standards is demonstrated and performed by grade level. These meeting will also include developing text-dependent questions, text coding, and examining test item specifications.

Person Responsible

Martha Evans

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

Evidence of Completion

Completion of activities at each meeting (unpacking chart, developing text dependent questions for a passage, marking a sample text)

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

CRT will schedule times with individual grade levels to see training occurs.

Person Responsible

Martha Evans

Schedule

Every 6 Weeks, from 9/22/2014 to 6/4/2015

Evidence of Completion

Sign-in sheet at meetings and activities will be submitted

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review and analyze Reading Benchmark Assessments

Person Responsible

Martha Evans

Schedule

Daily, from 9/22/2014 to 6/4/2015

Evidence of Completion

Scores from assessments will be available for grades 4 & 5 on PCG and Google docs for all grade levels

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

 G049355

G2.B3 During the hour block for math it is sometimes hard to schedule time to pull small groups to provide for individual differences **2**

 B123367

G2.B3.S1 Expand the use of workstations in math to provide meaningful practice of skills and allow the teacher time to pull small groups for extra instruction **4**

 S135273

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Ron Knowles

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

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

Person Responsible

Ron Knowles

Schedule

Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Martha Evans

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

G3. 70% of our students will score at a proficient level on FFA Writing Testings 1

 G049356

G3.B2 Teachers are not as familiar with what will be required for student on the Florida Standards test for writing. 2

 B127773

G3.B2.S1 Incorporation of county writing plan will ensure students receive instruction on appropriate standards for their grade level. 4

 S139902

Strategy Rationale

Action Step 1 5

Teachers will incorporate the county writing plan to provide writing expeirences for their students.

Person Responsible

Martha Evans

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Weekly lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Writing committee will meet to discuss county plans, Teams will meet and plan weekly/monthly writing activities together

Person Responsible

Martha Evans

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Minutes of committee meeting and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Writing committee will meet regularly to discuss grade level progress, share ideas, and concerns

Person Responsible

Martha Evans

Schedule

Every 2 Months, from 9/15/2014 to 6/4/2015

Evidence of Completion

Lesson plans and committee minutes

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

G049357

G4.B2 Lack of time in the school day and other curriculum demands affects the amount of time devoted to science instruction. 2

B123371

G4.B2.S3 Explore data to see what areas of science content need more instruction and then make adjustments in instruction and time allocations. Lesson plans would reflect a remediation on non-mastered concepts. 4

S135281

Strategy Rationale

Action Step 1 5

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

Person Responsible

Tonya Futch

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

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

Person Responsible

Tonya Futch

Schedule

Biweekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Minutes of science committee meetings and lesson plans would reflect remediation of skills not mastered.

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Benchmark science test results will be used to assess progress

Person Responsible

Martha Evans

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Science test results are available on Google docs

G5. To decrease by 1% the percent of students missing more than 10% of the school year. 1

 G049359

G5.B1 Lack of parent support in seeing that healthy students attend school 2

 B123374

G5.B1.S2 Send letters and phone contacts when a student has more than 5 unexcused absences. 4

 S135286

Strategy Rationale

Action Step 1 5

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

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Attendance records and records of EPT meetings will be used

Person Responsible

Tonya Futch

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Informal meetings weekly

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

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

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance data and conference and phone logs will serve as evidence

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
G2.B3.S1.A1	Incorporation of math stations to provide meaningful practice and opportunities to provide differentiated instruction.	Knowles, Ron	8/25/2014	Lesson plans and classroom walk throughs will show evidence of math stations.	6/4/2015 weekly
G4.B2.S3.A1	Grade levels will look at chapter, benchmark and On Track results to plan for instruction and remediation of concepts in science. They will also examine the amount of time devoted to science instruction and seek ways to increase or maximize use of time.	Futch, Tonya	9/29/2014	Lesson plans and science committee meetings would indicate that this occurs.	6/4/2015 monthly
G5.B1.S2.A1	After 5 unexcused absences in a 30 day period we contact parents by phone, send a letter by mail, and	Futch, Tonya	8/18/2014	Reports from Infinite Campus will identify and track student attendance and generate an EPT. Paperwork from EPT will also be used. If lack of	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	schedule an EPT (Educational Planning Team) meeting.			attendance continues documented calls/paperwork will be turned over to the attendance officer where there will be a recommendation for SARB or parental prosecution.	
G3.B2.S1.A1	Teachers will incorporate the county writing plan to provide writing experiences for their students.	Evans, Martha	9/15/2014	Weekly lesson plans	6/4/2015 weekly
G1.B5.S1.A1	Grade level meetings will occur in which modeling unpacking standards is demonstrated and performed by grade level. These meeting will also include developing text-dependent questions, text coding, and examining test item specifications.	Evans, Martha	9/8/2014	Completion of activities at each meeting (unpacking chart, developing text dependent questions for a passage, marking a sample text)	6/4/2015 every-6-weeks
G1.MA1	Test date from Benchmark Assessment s will be used to monitor progress	Evans, Martha	8/18/2014	Google docs and PCG will have records of test results	6/4/2015 every-6-weeks
G1.B5.S1.MA1	Review and analyze Reading Benchmark Assessments	Evans, Martha	9/22/2014	Scores from assessments will be available for grades 4 & 5 on PCG and Google docs for all grade levels	6/4/2015 daily
G1.B5.S1.MA1	CRT will schedule times with individual grade levels to see training occurs.	Evans, Martha	9/22/2014	Sign-in sheet at meetings and activities will be submitted	6/4/2015 every-6-weeks
G2.MA1	In grade level data chats the data will be examined for effectiveness of work stations	Futch, Tonya	9/1/2014	Notes from data chats	6/4/2015 monthly
G2.B3.S1.MA1	Sample of work from work station activity will be collected. Student results on chapter and benchmark tests will be used to evaluate the effectiveness of this strategy	Evans, Martha	8/18/2014	Teachers in grade level meetings will share results and as a team examine the effectiveness of various activities used in work stations. Also these result would be shared in data chats.	6/4/2015 weekly
G2.B3.S1.MA1	Observation of this in walk throughs and formal observations and in submitted lesson plans	Knowles, Ron	8/25/2014	Lesson plans will document the use of math stations and it would be noted in the record keeping from walk throughs and formal observations	6/4/2015 every-6-weeks
G3.MA1	Samples of students' work will be collected and evaluated by teachers.	Evans, Martha	9/15/2014	Results of Florida Standards writing test results will be used to evaluate our progress	6/4/2015 one-time
G3.B2.S1.MA1	Writing committee will meet regularly to discuss grade level progress, share ideas, and concerns	Evans, Martha	9/15/2014	Lesson plans and committee minutes	6/4/2015 every-2-months
G3.B2.S1.MA1	Writing committee will meet to discuss county plans, Teams will meet and plan weekly/monthly writing activities together	Evans, Martha	9/15/2014	Minutes of committee meeting and lesson plans	6/4/2015 weekly
G4.MA1	Looking at benchmark science test mastery of individual science objectives and seeing that lesson plans reflect a remediation of non-mastered concepts	Futch, Tonya	9/22/2014	Lesson plans	6/4/2015 every-6-weeks
G4.B2.S3.MA1	Benchmark science test results will be used to assess progress	Evans, Martha	9/22/2014	Science test results are available on Google docs	6/4/2015 monthly
G4.B2.S3.MA1	Minutes of the science committee will reflect that grade levels have discussed the data from science assessments. Also grade level data chats will be used as evidence	Futch, Tonya	9/29/2014	Minutes of science committee meetings and lesson plans would reflect remediation of skills not mastered.	6/4/2015 biweekly
G5.MA1	If strategies are working student's attendance will show improvement. If they are not working meeting will be held to develop further strategies. If there is no compliance then	Futch, Tonya	8/18/2014	Attendance records and meeting logs	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	attendance officer and state's attorney will be contacted				
G5.B1.S2.MA1	Meetings will be scheduled with parents to discuss the importance of school attendance. Continued poor attendance will affect school grades of students and may lead to legal actions against the parent.	Futch, Tonya	8/18/2014	Attendance data and conference and phone logs will serve as evidence	6/4/2015 monthly
G5.B1.S2.MA1	Attendance records and records of EPT meetings will be used	Futch, Tonya	8/18/2014	Informal meetings weekly	6/4/2015 biweekly

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

G1.B5 New Florida Standards have increased the expectations for students in reading

G1.B5.S1 Grade level meetings will occur in which teachers unravel and examine reading standard.

PD Opportunity 1

Grade level meetings will occur in which modeling unpacking standards is demonstrated and performed by grade level. These meeting will also include developing text-dependent questions, text coding, and examining test item specifications.

Facilitator

CRT

Participants

Grade level teachers

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

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

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

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

PD Opportunity 1

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

Facilitator

County math teacher on special assignment and CRT would serve as facilitators

Participants

All math teachers at Hidden Oak

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: To increase achievement in reading for all subgroups by 1%.	2,000
Grand Total	2,000

Goal 1: To increase achievement in reading for all subgroups by 1%.		
Description	Source	Total
B5.S1.A1 - CREATE Budget	Other	2,000
Total Goal 1		2,000