Hidden Oaks Elementary School

2014-15 School Improvement Plan

Hidden Oaks Elementary School

7685 S MILITARY TRL, Lake Worth, FL 33463

www.edline.net/pages/hidden_oaks_elementary_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	65%

Alternative/ESE Center	Charter School	Minority
No	No	72%

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

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.

Table of Contents

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	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission here at Hidden Oaks is to establish life-long learners by guiding and challenging students in a safe, nurturing environment. We strive to educate students' minds and foster the spirit of diligence and cooperation. Our goal is to develop young leaders through diverse academics and character-building strategies.

Provide the school's vision statement

Teachers, parents and the community work together, in ensuring academic success with rigor, experiences and creativity. Learning is enhanced through utilization of the latest technology and resources. We provide life skills that promote respect between self, others and community.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2.0-9 (8), as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans. Teachers embed cultural activities within curriculum and daily course work through research, literature, and hands-on experiences. Our School Wide Positive Behavior committee has provided professional development to staff members and parents on how to increase positive interactions with students and continue to collect data on the ratio of positive interactions with students.

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

Our school's administrators greet the students and parents each morning during arrival and at the end of the day during dismissal. School staff members and fifth grade Safety Patrols are also at assigned posts throughout the building and school grounds during arrival and dismissal. The students have the opportunity to visit the Media Center or computer labs in the morning. Classroom teachers keep books and activities outside of their doors for students to read while they are waiting to enter their classrooms.

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

Our school wide behavioral system, CHAMPs, is implemented throughout the entire school. All staff members have been trained to consistently utilize CHAMPs in order maintain a Single School Culture. CHAMPs provides unified behavioral expectations throughout the entire school so that every student understands what is expected. Our school has a SOS (Student Out of Sorts) form that must be completed if teachers need administrative assistance with a student. The SwPBS committee meets monthly to continue to refine the school wide behavioral system that is in place and review student data including the SOS forms. The committee has also created school-wide expectations

(SOARS) for the cafeteria. Each class may earn five points daily if they follow the cafeteria expectations. Classes that earn 275 points for the trimester are rewarded with video games and lunch on the stage. The SwPBS committee provides training to new staff members, aftercare staff members, and parents to ensure the system is being consistently enforced.

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 school has a mentor program in which staff members mentor students that need extra social-emotional support. The mentor committee organizes special events several times throughout the school year for the mentors and students to interact outside of the classroom. The mentors also schedule their own outings with their mentees such as breakfast, lunch, treats, and rewards. Our guidance counselor organizes small group counseling sessions for students based on specific needs of support such as divorce, grief, friendship, anger management, and test taking skills.

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

Our school's early warning system includes: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions (whether in school or out of school), course failure in ELA or Math, and students that received a Level 1 on the statewide assessment. We also utilize the RtI/SBT data to make decisions and close gaps in student performance. Our school will utilize data systems to identify students who have attendance, academic or behavioral concerns. We will meet during School Based Team to problem solve and ensure that teachers are aware of decision, rules, and procedures for notification after students are identified as meeting one or more of the early warning indicators.

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	16	20	13	8	10	14	81
One or more suspensions	0	0	0	1	1	0	2
Course failure in ELA or Math	14	27	43	33	29	21	167
Level 1 on statewide assessment	0	0	0	33	28	0	61
Student with Two or More Indicators	4	5	4	25	19	17	74
Tier 2 Reading, Math, or Behavior	0	7	10	12	9	6	44
Tier 3 Reading, Math or Behavior	1	3	5	9	4	5	27

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	5	4	25	19	17	74

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

Students that exhibit two or more early warning indicators are provided with small skill instruction as well as after-school tutorial instruction. The students are also invited to the morning computer lab for extra Math or Reading support. Teachers problem solve by submitting students for School Based Team to develop additional interventions and support for those students.

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?

Yes

PIP Link

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

Description

Our goal is to provide trainings for parents in all core content areas such as reading, math, writing and science. We will also continue to schedule and plan activities that promote community and family involvement.

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

Our school will provide events to build partnerships with all stakeholders. Parents will be invited to attend PTA meetings and School Advisory Council meetings as well as the Title I annual meeting. Our business partners are invited to participate in school events and the School Advisory Council meetings. The school schedules family events such as Family Nights, Moms and Muffins, Dads and Donuts, Grandparents and Granola, Math Nights and Mornings, Curriculum Night, High Flying Hawks Awards, South Florida Science Museum Night and Monthly Summer Library Nights.

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
Myers, Sari	Principal
Hoffman, Stacey	Teacher, K-12
Jones, Jacquelyn	Teacher, K-12
Bushouse, Michelle	Assistant Principal
Warren, Shannon	Teacher, ESE

Duties

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

The School Based Leadership Team will meet regularly to review universal data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create an effective learning environment. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the the school-based RtI Leadership Team.

The SBT will use the the problem solving mode to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSCD 2284) which identifies a student's specific areas of deficiencies. The team will ensure that necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support interventions and report back on all data collected for further discussion at future 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

Members of the School Based Leadership Team consists of the the RtI resource teacher, administration, Guidance Counselor, School Psychologist, School Nurse, Speech Langauge Pathologist, Academic Resource Teacher and ESE Contact. The team meets weekly on Thursday to address MTSS And RtI.

Title I funds will be utilized to purchase RtI/ Reading Resource teacher to assist with the implementation of RtI as well as assisting in providing additional assistance with research based reading instruction and support literacy and the implementation of Reading Workshop at Hidden Oaks. Title I funds will also be used to purchase a .5 Science Lab teacher that will provide science instruction to students in kindergarten through fifth grade. Title I will be used to fund professional development as well as the 2015 Summer Institutes and other trainings to support the implementation of Reading and Writing Workshop as well as the implementation of Florida standards. Title I funds will also be used to purchase materials such as books, folders, buff colored paper, pens, sticky notes, etc, which will assist in implementation of Reading and Writing Workshop. Funding is also used to provide tutorial services to ensure that students requiring additional remediation are assisted through morning and afternoon tutorial programs. Additional funding is utilized to provide enrichment services to maintain high proficiency levels of students. Additional funds will be used to purchase math and science manipulatives as well as consumable materials for science experiments. Funding for parent involvement trainings will be set aside to provide information to assist parents in all content core areas as well as provide materials and food for trainings to accommodate parents.

Part C - Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.

Title I and II also provide support for teachers through area support teams, curriculum support, RRR training, LLI, and the Literacy and Mathematics Cohorts.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X - Homeless

The school district provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney- Vento Act to to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI teacher is an experienced teacher. She will provide 30-45 minutes of reading support to second and third grade. The selection of students will begin with retained third grade students who scored level 1 on FY14 FCAT Reading 2.0. Next, third grade students with reading deficiencies that are receiving 30 minutes of intensive reading outside of the 90 minute literacy block. Last, second grade students that are receiving 30 minutes of intensive reading outside of the 90 minute reading block. For instruction we will use research based programs such as the LLI program.

Violence Prevention Programs

Hidden Oaks educates students and parents on bullying awareness. We support the Zero Tolerance Policy and teach Character Education through SWPBS, CHAMPS, and guidance services. Hidden Oaks has a Crisis Response Team that is trained in VITAL and PCM.

Hidden Oaks implements a Single School Culture that is embedded in our learning experience. Single School Culture and appreciation for Multicultural Diversity is also embedded in our school learning experience.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Sari Myers	Principal
Eileen Nieves	Teacher
Karen Brown	Parent
Moises Martinez	Business/Community
Kevin Cameron	Parent
Scott Marcellus	Parent
Michelle Bushouse	Principal
Debbie DeHoog	Parent
Jonathan Coyle	Parent
Michele Kramer	Teacher
Monique Coyle	Teacher
Stacey Hoffman	Teacher
Jennifer Linsinbigler	Parent
Jennifer Olson	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

SAC met to review the School Improvement plan at the beginning of the school year. The members also utilized the plan throughout the year when discussing and reviewing current student data.

Development of this school improvement plan

SAC meets to discuss the overall needs of the school. Members of the committee assisted in writing and will assist in monitoring the implementation of the plan. The SAC reviews the school data, Title I budget and assists with funding.

Preparation of the school's annual budget and plan

The School Advisory Council meets to discuss and approve spending of funds. Teachers will submit requests in writing with out-of-county professional development opportunities to seek approval of SAC members. SAC spends time at each meeting to review and monitor the budget.

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

Projects are determined throughout the year based on the school's needs.

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

The school is currently recruiting more SAC members in order to meet the SAC compliance requirements.

Literacy Leadership Team (LLT)

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

Name	Title
Myers, Sari	Principal
Hoffman, Stacey	Teacher, K-12
Verbiest, Dana	Teacher, K-12
Cruz, Cherise	Teacher, K-12
Jones, Jacquelyn	Teacher, K-12
Marcinkoski, Stacey	Teacher, K-12
Seibert, Claudine	Teacher, K-12
Smith, Marie	Teacher, K-12
Fakhoury, Cindy	Teacher, K-12
Budjinski, Shannon	Teacher, K-12
Boston, Jessica	Teacher, K-12
Gudgell, Brooke	Teacher, K-12
Sotelo, Lorraine	Teacher, K-12
Michaud, Christine	Teacher, K-12
Deckelmann, Danielle	Teacher, K-12
O'Hara, Danielle	Teacher, K-12
Pimpipat, Gibbie	Teacher, K-12
Allen, Samantha	Teacher, K-12
Neise, Christie	Teacher, K-12
Coyle, Monique	Teacher, K-12
Strackman, Alissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

We will continue to implement Reading and Writing workshop schoolwide. We are also creating trainings for parents to assist their child with developing reading skills at home. The LLT ensures that all teachers utilize the reading logs during the school year through conferencing with students. We are also working to increase students independent reading time to help build reading stamina during the summer. We have incorporated a Bounce into Reading event in which students that have completed and returned their summer reading logs are invited to participate in a Bounce Into Reading celebration. The teachers provide a suggested reading list as well as a wish list during this event. Many parents will purchase books or gift cards to give back to the school. The LLT sponsors a Barnes and Noble book event twice a year. Marie Smith hosts two Scholastic Book Fairs each year: Fall and Spring. Throughout the school year the LLT sponsors family reading events such as Dads and Donuts, Moms and Muffins, and Grandparents and Granola to celebrate and encourage families reading together.

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 master schedule was created to provide common planning time daily for grade level teams. Teachers plan lessons together during their weekly grade level meetings. Learning team meetings occur bi-weekly to provide time for creating common assessments through analyzing current classroom data. The Professional Development Committee plans opportunities for grade level collaboration during professional development days. Teachers will be given differentiated professional development sessions throughout the school year based on their individual needs.

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

The school assistant principal establishes partnerships with local universities and district liaisons to have interns conduct their internships at Hidden Oaks. Administrators establish partnerships between new teachers and veteran staff members and meet with these individuals throughout the school year. The new teacher, mentor and assistant principal meet on a regular basis to provide support and discuss the ESP program at Hidden Oaks. Administrators assist in budgeting money for trainings and professional development. Teachers are not only given outstanding professional development and growth opportunities at Hidden Oaks, but are also encouraged to develop even more as teachers by being offered additional leadership opportunities and experiences. This collegial environment promotes teamwork, camaraderie, and strong ties within the Hidden Oaks teaching community.

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

This year we are continuing to implement a Beginning Teacher Program at our school that is led by two experienced teachers, Ms. Jacquelyn Jones and Ms. Dawn Balliet. The program is to assist teachers that are not only new to teaching but also new to Hidden Oaks. The program provides teachers with support in areas such as behavioral management, teaching strategies, setting up their classroom, and Marzano domain training. Currently we have four teachers in the program. Ms. Alexandra Cordrey is a new IND teacher and Ms. Bonnie Shavik is an experienced IND teacher that has returned to Hidden Oaks this year. Ms. Samantha Allen and Ms. Christie Neise are experienced third grade teachers that are new to Hidden Oaks. Ms. Alexandra Cordrey will be mentored by Mrs. Pamela Finn who is an experienced ESE educator as well as a Speech and Language Pathologist. Ms. Finn is also Ms. Shavik's buddy. Ms. Samantha Allen, third grade teacher, will be working with Ms. Katherine Berkley, third grade teacher. Ms. Berkley is also an experienced classroom teacher with great strategies in behavior management, building relationships with kids and math Instruction. Ms. Berkley will also be helping both Ms. Neise and Ms. Allen transition to the third grade team at Hidden Oaks. Ms. Allen is an experienced teacher from out of the state. Ms. Neise is an experienced teacher from the School District of Palm Beach County, but she is new to Hidden Oaks.

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

The teachers team plan using the Florida State Standards to drive instruction. The teachers analyze common assessments to determine the students' strengths and weaknesses.

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

The teachers have weekly grade level meetings and bi-weekly Learning Team Meetings in order to analyze student data and align instruction to the Florida State Standards. They also utilize current classroom data from common assessments to create scales, rubrics, and plan differentiated instruction. During daily math instruction, teachers use teacher observation during the mini-lesson to determine their small skill groups. During reading and writing, the teacher utilizes conferencing time and guided reading to provide students with the individual support they need. During social studies, teachers provide instruction based on the Florida State Standards. Some students who are below proficiency in reading may receive additional reading instruction during their social studies block. Students that are receiving supplemental instruction (iii) and are in the RtI process (Tier 2) are also progress monitored weekly during iii or SAI. Students that are receiving intensive instruction and are in the RtI process (Tier 3) will receive iii as well as 30 minutes of instruction with a focus on their goal (during the science block). Students that are performing below a proficient or advanced level are also invited to attend the HATS tutorial program after school.

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: 3,600

Before and After school Tutorial and Enrichment Hats Program.

Strategy Rationale

The tutorial program provides struggling students with extra support in Reading, Writing, and Math beyond the school day in order to increase academic growth.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Kramer, Michele, michele.kramer@palmbeachschools.org

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

Data is collected based on Diagnostic data in reading, math and writing. Teachers then give names to tutoring administrators to invite to the program.

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 the spring we will have a Kindergarten Round Up where we will offer school tours, classroom visits with presentations by the teachers, and distribute Kindergarten Readiness Packets. We will also collaborate with surrounding preschools by sending out flyers and inviting preschoolers and their parents to Round-Up. We will collaborate with our local community preschools in January to welcome

new kindergarten students, provide those facilities with information on Florida State Standards and discuss our Single School Culture as well as Hidden Oaks' expectations for our students. Administration and a kindergarten representative will also attend local Preschool Parent Nights to provide parents of incoming students with information about kindergarten at Hidden Oaks.
Prior to the beginning of school, students entering kindergarten will be given a screening to determine appropriate instructional placements. In August, we will continue staggered start with all kindergarten students.

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

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

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

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

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.   During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency.

G2.   During the 2015 science portion of FSA and FAA, the fifth grade students will achieve or exceed proficiency.

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. During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency. `1a`

🔑 G053731

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	76.0
CELLA Reading Proficiency	75.0
FAA Reading Proficiency	70.0
FAA Writing Proficiency	71.0
CELLA Writing Proficiency	70.0
AMO Math - All Students	76.0
FAA Mathematics Proficiency	70.0

Resources Available to Support the Goal `2`

- Utilize Lucy Calkins Reading and Writing Workshop model to teach reading and writing

- Provide and utilize "Just Right" books and reading logs to increase reading stamina

- Utilize Fountas and Pinnell's K-5 Assessment System, Words Their Way, and Building Vocabulary to teach word work and support spelling and vocabulary.

- Implement tutorial and computer lab program for grades 3-5

- Utilize SAI, ELL, and RtI resource teachers to identify and close gaps.

- Reading and Math Diagnostics and Palm Beach Performance Assessments (Grades 3-5)

- K-5 Literacy Assessment System, Scholastic Reading Inventory, Florida Achieves

- Utilize formative and summative assessments to drive instruction

- Leveled Literacy Intervention (LLI)

- Teachers are provided with time to utilize data to plan for instruction at Learning Team Meetings.

- Unique Learning System is a complete curriculum designed for students working on access points.

- PCI Reading Program is a research based reading program which teaches sight words through controlled text.

- Meville to Weville is a researched based Early Literacy and Communication Curriculum that incorporates reading,writing, speaking, listening and augmentative communication for students with moderate to severe disabilities.

- ESOL Teacher/Contact, ESOL Intervention Teacher, Community Language Facilitators

- PreLAS and LAS Links assessments

- Mountain Math, Assigned Computer Lab, FASTT Math, Weekly schoolwide math challenges, Math Leadership, ThinkCentral

- Unique Learning System is a complete curriculum designed for students working on Access Points.

- GO Math Florida Access Points Activity Guide is a compilation of activities for teaching Math Access Points.

- SRA Number Worlds is a standards-based comprehensive math intervention/prevention program.

- TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles.

Targeted Barriers to Achieving the Goal 3

- The anticipated barrier is students are lacking the skills and strategies as well as the ability to respond critically to literature to perform at proficiency.

- The anticipated barrier is that students need additional support with the at-home reading expectation.

- The anticipated barrier is new staff and teachers lack experience with RRR assessments, K-8 Continuum, and Reading Workshop.

- The anticipated barrier is parents need assistance with implementing new mathematical strategies at home.

- The anticipated barrier is teachers have insufficient training on teaching writing based on integration of writing through all subject areas of the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Diagnostics and FSA

Person Responsible
Sari Myers

Schedule
Monthly, from 10/20/2014 to 6/4/2015

Evidence of Completion
Student test scores and attendance

G2. During the 2015 science portion of FSA and FAA, the fifth grade students will achieve or exceed proficiency. 1a

G053732

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FAA Science Proficiency	70.0

Resources Available to Support the Goal 2

- Science Journals

- Science Diagnostics (3rd - 5th Grades)

- STEM Lab Crosscutting Engineering Practice Focus

- Math and Science Fair Controlled Experiment Focus

- Technology Resources (National Geographic, Flying Classroom Curriculum, FCAT Explorer)

- STEM Fair Engineering Focus

- Unique Learning System is a complete curriculum designed for students working on access points.

Targeted Barriers to Achieving the Goal 3

- The anticipated barrier is the lack of student practice with the STEM concepts which inhibits the students' academics.

- The anticipated barrier is that teachers need a deeper understanding of STEM and NGSSS concepts.

Plan to Monitor Progress Toward G2. 8

Science Journals, Performance assessments, Diagnostics, Evaluations, Projects

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

School and District provided student achievement data, vertical planning comparing journals, assessments, lesson plans, and NGSS Standards

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. During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency. `1`

🔑 G053731

G1.B1 The anticipated barrier is students are lacking the skills and strategies as well as the ability to respond critically to literature to perform at proficiency. `2`

🔑 B135679

G1.B1.S1 Implement a tutorial program targeting students that have scored below proficiency on 2014 Reading FCAT 2.0 and the 2015 Reading Diagnostic tests. `4`

🔑 S147603

Strategy Rationale

This strategy will provide an extra layer of support to students that are not meeting proficiency in reading.

Action Step 1 `5`

Students will be selected according to data and entered into the HATS tutorial program and the morning computer lab program. Students will also be selected for the summer learning program. Strategic tutorial groups will be based on student needs.

Person Responsible

Michele Kramer

Schedule

Weekly, from 9/29/2014 to 3/13/2015

Evidence of Completion

Diagnostics and FSA will be used to evaluate and monitor student progress.

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

Lesson plans for the HATS tutorial program will be collected weekly. Collaboration between homeroom teachers and tutorial teachers will occur weekly. Reading Diagnostic scores will be analyzed to monitor student progress.

Person Responsible

Michele Kramer

Schedule

Weekly, from 10/20/2014 to 3/13/2015

Evidence of Completion

Lesson plans and student attendance

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

Diagnostics and FSA scores will be collected as well as attendance.

Person Responsible

Michele Kramer

Schedule

Monthly, from 10/20/2014 to 3/13/2015

Evidence of Completion

Lesson plans and student test scores

G1.B1.S2 Utilize a .5 RtI resource teacher, SAI, and ELL teachers to work with targeted students that are below proficiency in reading and are in the process of receiving reading interventions. 4

S147604

Strategy Rationale

This strategy will provide students with additional reading support during the school day.

Action Step 1 5

Work with teachers to identify students that are in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Person Responsible

Stacey Hoffman

Schedule

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

Evidence of Completion

Student progress assessments.

Action Step 2 5

Work with students that are identified in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Person Responsible

Stacey Hoffman

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student Progress Assessments

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

Weekly student monitoring assessments

Person Responsible

Stacey Hoffman

Schedule

On 6/4/2015

Evidence of Completion

Monitoring assessments and log

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

Monitoring after 8 weeks of intervention to see if students met goals

Person Responsible

Stacey Hoffman

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student progress reports of weekly data collection.

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

Monitoring RRR, classroom and district assessments to see if ESOL students are making progress

Person Responsible

Stacey Marcinkoski

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Current student data

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

Monitoring LLI along with RRR to see if SAI students are making progress

Person Responsible

Dawn Balliet

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

LLI (RRR) data

G1.B2 The anticipated barrier is that students need additional support with the at-home reading expectation. `2`

🔍 B135680

G1.B2.S1 Students will be provided with "Just Right" books and reading logs to use both at home and school. `4`

🔍 S147605

Strategy Rationale

Evidence shows that students progress in their reading when they have access to books on their reading level.

Action Step 1 `5`

Books and reading logs will be purchased and placed in teachers' classrooms as well as the media center for students to check out.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Reading Diagnostics and Reading FSA

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Classroom visits and informal observations

> **Person Responsible**
>
> Sari Myers
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/4/2015
>
> *Evidence of Completion*
>
> Reading logs, Reading Conference Notes, and Reading Response Journals

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom visits and informal observations

> **Person Responsible**
>
> Sari Myers
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/4/2015
>
> *Evidence of Completion*
>
> Reading Logs, Reading Conference Notes, Reading Response Journals

G1.B2.S2 Provide professional development to teachers so they can monitor student reading logs effectively. 4

Strategy Rationale

In order for teachers to effectively monitor student reading they need to have critical understandings related to that topic.

Action Step 1 5

Reading Teacher Leaders will provide professional development on effectively monitoring reading logs.

Person Responsible

Sari Myers

Schedule

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

Evidence of Completion

I-Observations and monitoring of use of reading logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teacher will submit evidence of implementation into the eLearning Management System.

Person Responsible

Monique Coyle

Schedule

Annually, from 8/28/2014 to 6/4/2015

Evidence of Completion

Teachers will submit Reading Conference Notes that reflect the effective implementation of the strategies taught in the professional learning experience.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administrators and the ELA Leadership team will monitor and support the implementation.

Person Responsible

Sari Myers

Schedule

Weekly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Reading Conference Notes, Student Reading Log Samples, Reading Response Journals

G1.B2.S3 Provide Parent Trainings and Family Reading Events to inform parents how they can be partners in monitoring their child's reading logs effectively. `4`

🔑 S147607

Strategy Rationale

In order for parents to effectively monitor their child's reading they need to understand the importance and significance of the reading logs.

Action Step 1 `5`

The school will plan and provide learning opportunities for parents so that they can help their children with their at-home reading and reading logs.

Person Responsible

Sari Myers

Schedule

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

Evidence of Completion

Teachers will monitor reading logs and at-home reading assignment.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administrators and teachers will monitor through conferences, informal and formal conversations, and surveys.

Person Responsible

Sari Myers

Schedule

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

Evidence of Completion

Agendas, Flyers, Parent Surveys and Conference Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administrators will oversee event planning, and will create Parent Training Surveys to gauge effectiveness.

Person Responsible

Sari Myers

Schedule

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

Evidence of Completion

Parent Surveys and Teacher Conference Notes

G1.B3 The anticipated barrier is new staff and teachers lack experience with RRR assessments, K-8 Continuum, and Reading Workshop. [2]

🔑 B135681

G1.B3.S1 Teachers will receive professional development in RRR assessments and K-8 continuum,and Reading workshop [4]

🔑 S147608

Strategy Rationale

Teachers will receive this professional development in order to effectively use RRR and K-8 continuum and to accurately identify student reading levels.Training on implementing Reading workshop will be given to assist teachers in Reading instruction.

Action Step 1 [5]

Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

RRR assessment books

Action Step 2 [5]

Teachers will travel to Teacher's College at Columbia University in New York as well as Orlando Florida to receive most recent available training on Reading Workshop in order to provide Professional Development for faculty. Substitutes will be provided for teachers to attend the one day training in Orlando.

Person Responsible

Monique Coyle

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PD Notes, Classroom observations

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

iObservation will include monitoring of RRR

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

RRR assessment books

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

Student performance on FSA and classroom and district assessments.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Student performance data

G1.B5 The anticipated barrier is parents need assistance with implementing new mathematical strategies at home. 2

🔑 B135683

G1.B5.S1 Provide training to parents to teach them the mathematical strategies in order for them to assist their child at home. 4

🔑 S147609

Strategy Rationale

Parents will be able to provide assistance to their child at home with mathematics.

Action Step 1 5

Teachers will provide training to parents in mathematics strategies.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Attendance from the training and parent surveys/evaluations

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

Parent Attendance, Surveys, and Evaluations

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Teachers will review fidelity of homework assignments and review assessments

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

The teachers will review fidelity of homework assignments and review assessments.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Student work samples

G1.B6 The anticipated barrier is teachers have insufficient training on teaching writing based on integration of writing through all subject areas of the Florida Standards. 2

🔍 B135684

G1.B6.S1 Teachers will receive professional development in writing through all subject areas of the Florida Standards. 4

🔍 S147610

Strategy Rationale

Teachers will be provided with professional development so they can teach writing effectively.

Action Step 1 5

Provide professional development in writing to teachers.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Palm Beach Performance Assessment, classroom assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Palm Beach Performance Assessment and classroom assessment data will be analyzed at LTM meetings by grade level teachers

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Palm Beach Performance Assessment and classroom assessment data

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Teachers will analyze Palm Beach Performance Assessment and classroom assessment data.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Student work samples and assessments

G2. During the 2015 science portion of FSA and FAA, the fifth grade students will achieve or exceed proficiency. 1

G053732

G2.B1 The anticipated barrier is the lack of student practice with the STEM concepts which inhibits the students' academics. 2

B135685

G2.B1.S1 Within the classroom and science lab, teachers will utilize STEM Engineering Practices focusing on Big Idea 1 and 2 in K-5. The amount of practices will be determined by the Big Idea being taught with a minimum of one experiment conducted per Big Idea. Teachers will provide explicit vocabulary instruction. Students will dialog about concepts using vocabulary pertaining to Big Idea 1 and 2 in grades K-5 while conducting hands-on experiments and classroom discussion throughout the course of the year. SECME Club will enrich 4th and 5th grade students. 4

S147611

Strategy Rationale

Developing STEM Science practice skills through direct instruction, modeling and practice will improve FSA scores.

Action Step 1 5

By utilizing the Hawk's Eye Science and ARM's binders, teachers will directly focus on NGSSS/Big Ideas 1 and 2.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

2015 Science FSA, Diagnostics, Performance assessments,

Action Step 2 5

Provide STEM training to parents

Person Responsible

Michele Kramer

Schedule

On 6/4/2015

Evidence of Completion

Parent attendance, surveys, and evaluation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

STEM Practice Experiences

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Utilizing Science notebooks to document STEM core, engineering and crosscutting practices. Completed projects. Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Knowledge of scientific processes and NGSS practices will be assessed formally and informally.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

School and District provided student achievement data, informal assessments (observations, products, etc), formal assessment

G2.B1.S2 Utilize a .5 Science Resource teacher to work with students in grades K-5. 4

S147612

Strategy Rationale

The teacher will work with students to develop an understanding of Science concepts.

Action Step 1 5

Work with students to increase knowledge of Science concepts through using hands-on experiences including the Flying Classroom.

Person Responsible

Michele Kramer

Schedule

On 6/4/2015

Evidence of Completion

Classroom Science assessments and State Science Assessment

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G2.B2 The anticipated barrier is that teachers need a deeper understanding of STEM and NGSSS concepts. 2

🔑 B135686

G2.B2.S1 Teachers will receive professional development in-house and on the district level. 4

🔑 S147613

Strategy Rationale

By developing teacher content and implementation skills through Professional Development, student knowledge and test scores will increase.

Action Step 1 5

Professional development will be provided by colleagues and district-level employees.

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Improvement in student achievement which can be seen through data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson Plans, Agendas, Sign-in sheets

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Student achievement data, lesson plans, science notebooks

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Data from performance assessments, Diagnostics, Utilization of science journals, Projects

Person Responsible

Sari Myers

Schedule

On 6/4/2015

Evidence of Completion

Performance assessments, science journals, Diagnostics, FCAT 2.0, projects

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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	Students will be selected according to data and entered into the HATS tutorial program and the morning computer lab program. Students will also be selected for the summer learning program. Strategic tutorial groups will be based on student needs.	Kramer, Michele	9/29/2014	Diagnostics and FSA will be used to evaluate and monitor student progress.	3/13/2015 weekly
G1.B1.S2.A1	Work with teachers to identify students that are in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.	Hoffman, Stacey	8/18/2014	Student progress assessments.	6/4/2015 weekly
G1.B2.S1.A1	Books and reading logs will be purchased and placed in teachers' classrooms as well as the media center for students to check out.	Myers, Sari	8/18/2014	Reading Diagnostics and Reading FSA	6/4/2015 one-time
G1.B2.S2.A1	Reading Teacher Leaders will provide professional development on effectively monitoring reading logs.	Myers, Sari	8/18/2014	I-Observations and monitoring of use of reading logs	6/4/2015 monthly
G1.B2.S3.A1	The school will plan and provide learning opportunities for parents so that they can help their children with their at-home reading and reading logs.	Myers, Sari	8/18/2014	Teachers will monitor reading logs and at-home reading assignment.	6/4/2015 quarterly
G1.B3.S1.A1	Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.	Myers, Sari	8/18/2014	RRR assessment books	6/4/2015 one-time
G1.B5.S1.A1	Teachers will provide training to parents in mathematics strategies.	Myers, Sari	8/18/2014	Attendance from the training and parent surveys/evaluations	6/4/2015 one-time
G1.B6.S1.A1	Provide professional development in writing to teachers.	Myers, Sari	8/18/2014	Palm Beach Performance Assessment, classroom assessments	6/4/2015 one-time
G2.B1.S1.A1	By utilizing the Hawk's Eye Science and ARM's binders, teachers will directly focus on NGSSS/Big Ideas 1 and 2.	Myers, Sari	8/18/2014	2015 Science FSA, Diagnostics, Performance assessments,	6/4/2015 one-time
G2.B1.S2.A1	Work with students to increase knowledge of Science concepts through	Kramer, Michele	8/18/2014	Classroom Science assessments and State Science Assessment	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
	using hands-on experiences including the Flying Classroom.				
G2.B2.S1.A1	Professional development will be provided by colleagues and district-level employees.	Myers, Sari	8/18/2014	Improvement in student achievement which can be seen through data.	6/4/2015 one-time
G1.B1.S2.A2	Work with students that are identified in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.	Hoffman, Stacey	9/2/2014	Student Progress Assessments	6/4/2015 daily
G2.B1.S1.A2	Provide STEM training to parents	Kramer, Michele	8/18/2014	Parent attendance, surveys, and evaluation	6/4/2015 one-time
G1.B3.S1.A2	Teachers will travel to Teacher's College at Columbia University in New York as well as Orlando Florida to receive most recent available training on Reading Workshop in order to provide Professional Development for faculty. Substitutes will be provided for teachers to attend the one day training in Orlando.	Coyle, Monique	8/18/2014	PD Notes, Classroom observations	6/5/2015 monthly
G1.MA1	Diagnostics and FSA	Myers, Sari	10/20/2014	Student test scores and attendance	6/4/2015 monthly
G1.B1.S1.MA1	Diagnostics and FSA scores will be collected as well as attendance.	Kramer, Michele	10/20/2014	Lesson plans and student test scores	3/13/2015 monthly
G1.B1.S1.MA1	Lesson plans for the HATS tutorial program will be collected weekly. Collaboration between homeroom teachers and tutorial teachers will occur weekly. Reading Diagnostic scores will be analyzed to monitor student progress.	Kramer, Michele	10/20/2014	Lesson plans and student attendance	3/13/2015 weekly
G1.B2.S1.MA1	Classroom visits and informal observations	Myers, Sari	8/18/2014	Reading Logs, Reading Conference Notes, Reading Response Journals	6/4/2015 weekly
G1.B2.S1.MA1	Classroom visits and informal observations	Myers, Sari	8/18/2014	Reading logs, Reading Conference Notes, and Reading Response Journals	6/4/2015 weekly
G1.B3.S1.MA1	Student performance on FSA and classroom and district assessments.	Myers, Sari	8/18/2014	Student performance data	6/4/2015 one-time
G1.B3.S1.MA1	iObservation will include monitoring of RRR	Myers, Sari	8/18/2014	RRR assessment books	6/4/2015 one-time
G1.B5.S1.MA1	The teachers will review fidelity of homework assignments and review assessments.	Myers, Sari	8/18/2014	Student work samples	6/4/2015 one-time
G1.B5.S1.MA1	Parent Attendance, Surveys, and Evaluations	Myers, Sari	8/18/2014	Teachers will review fidelity of homework assignments and review assessments	6/4/2015 one-time
G1.B6.S1.MA1	Teachers will analyze Palm Beach Performance Assessment and classroom assessment data.	Myers, Sari	8/18/2014	Student work samples and assessments	6/4/2015 one-time
G1.B6.S1.MA1	Palm Beach Performance Assessment and classroom assessment data will be analyzed at LTM meetings by grade level teachers	Myers, Sari	8/18/2014	Palm Beach Performance Assessment and classroom assessment data	6/4/2015 one-time
G1.B1.S2.MA1	Monitoring after 8 weeks of intervention to see if students met goals	Hoffman, Stacey	9/2/2014	Student progress reports of weekly data collection.	6/4/2015 weekly
G1.B1.S2.MA3	Monitoring RRR, classroom and district assessments to see if ESOL students are making progress	Marcinkoski, Stacey	9/2/2014	Current student data	6/4/2015 daily
G1.B1.S2.MA4	Monitoring LLI along with RRR to see if SAI students are making progress	Balliet, Dawn	9/2/2014	LLI (RRR) data	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Weekly student monitoring assessments	Hoffman, Stacey	8/18/2014	Monitoring assessments and log	6/4/2015 one-time
G1.B2.S2.MA1	Administrators and the ELA Leadership team will monitor and support the implementation.	Myers, Sari	8/28/2014	Reading Conference Notes, Student Reading Log Samples, Reading Response Journals	6/4/2015 weekly
G1.B2.S2.MA1	Teacher will submit evidence of implementation into the eLearning Management System.	Coyle, Monique	8/28/2014	Teachers will submit Reading Conference Notes that reflect the effective implementation of the strategies taught in the professional learning experience.	6/4/2015 annually
G1.B2.S3.MA1	Administrators will oversee event planning, and will create Parent Training Surveys to gauge effectiveness.	Myers, Sari	8/18/2014	Parent Surveys and Teacher Conference Notes	6/4/2015 monthly
G1.B2.S3.MA1	Administrators and teachers will monitor through conferences, informal and formal conversations, and surveys.	Myers, Sari	8/18/2014	Agendas, Flyers, Parent Surveys and Conference Notes	6/4/2015 monthly
G2.MA1	Science Journals, Performance assessments, Diagnostics, Evaluations, Projects		8/18/2014	School and District provided student achievement data, vertical planning comparing journals, assessments, lesson plans, and NGSS Standards	6/4/2015 one-time
G2.B1.S1.MA1	Knowledge of scientific processes and NGSS practices will be assessed formally and informally.	Myers, Sari	8/18/2014	School and District provided student achievement data, informal assessments (observations, products, etc), formal assessment	6/4/2015 one-time
G2.B1.S1.MA1	STEM Practice Experiences	Myers, Sari	8/18/2014	Utilizing Science notebooks to document STEM core, engineering and crosscutting practices. Completed projects. Lesson Plans	6/4/2015 one-time
G2.B2.S1.MA1	Data from performance assessments, Diagnostics, Utilization of science journals, Projects	Myers, Sari	8/18/2014	Performance assessments, science journals, Diagnostics, FCAT 2.0, projects	6/4/2015 one-time
G2.B2.S1.MA1	Lesson Plans, Agendas, Sign-in sheets	Myers, Sari	8/18/2014	Student achievement data, lesson plans, science notebooks	6/4/2015 one-time
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S2.MA1	[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 Opportuntities

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

G1. During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency.

G1.B2 The anticipated barrier is that students need additional support with the at-home reading expectation.

G1.B2.S2 Provide professional development to teachers so they can monitor student reading logs effectively.

PD Opportunity 1

Reading Teacher Leaders will provide professional development on effectively monitoring reading logs.

Facilitator

Monique Coyle

Participants

All Reading Teachers

Schedule

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

G1.B3 The anticipated barrier is new staff and teachers lack experience with RRR assessments, K-8 Continuum, and Reading Workshop.

G1.B3.S1 Teachers will receive professional development in RRR assessments and K-8 continuum,and Reading workshop

PD Opportunity 1

Professional development will be provided to teachers that lack experience with RRR assessments, K-8 continuum, and the reading workshop model.

Facilitator

Monique Coyle, Uzma Ahmed

Participants

PD Committee and audience teachers

Schedule

On 6/4/2015

PD Opportunity 2

Teachers will travel to Teacher's College at Columbia University in New York as well as Orlando Florida to receive most recent available training on Reading Workshop in order to provide Professional Development for faculty. Substitutes will be provided for teachers to attend the one day training in Orlando.

Facilitator

Monique Coyle, Uzma Ahmed, Eileen Nieves, Dana Verbiest, Lorraine Sotelo

Participants

All classroom teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B5 The anticipated barrier is parents need assistance with implementing new mathematical strategies at home.

G1.B5.S1 Provide training to parents to teach them the mathematical strategies in order for them to assist their child at home.

PD Opportunity 1

Teachers will provide training to parents in mathematics strategies.

Facilitator

Monique Coyle

Participants

PD Committee and parents

Schedule

On 6/4/2015

G1.B6 The anticipated barrier is teachers have insufficient training on teaching writing based on integration of writing through all subject areas of the Florida Standards.

G1.B6.S1 Teachers will receive professional development in writing through all subject areas of the Florida Standards.

PD Opportunity 1

Provide professional development in writing to teachers.

Facilitator

Monique Coyle

Participants

Teachers

Schedule

On 6/4/2015

G2. During the 2015 science portion of FSA and FAA, the fifth grade students will achieve or exceed proficiency.

G2.B1 The anticipated barrier is the lack of student practice with the STEM concepts which inhibits the students' academics.

G2.B1.S1 Within the classroom and science lab, teachers will utilize STEM Engineering Practices focusing on Big Idea 1 and 2 in K-5. The amount of practices will be determined by the Big Idea being taught with a minimum of one experiment conducted per Big Idea. Teachers will provide explicit vocabulary instruction. Students will dialog about concepts using vocabulary pertaining to Big Idea 1 and 2 in grades K-5 while conducting hands-on experiments and classroom discussion throughout the course of the year. SECME Club will enrich 4th and 5th grade students.

PD Opportunity 1

By utilizing the Hawk's Eye Science and ARM's binders, teachers will directly focus on NGSSS/Big Ideas 1 and 2.

Facilitator

PD Team, Science Lab Teacher

Participants

K-5 Classroom Teachers

Schedule

On 6/4/2015

G2.B2 The anticipated barrier is that teachers need a deeper understanding of STEM and NGSSS concepts.

G2.B2.S1 Teachers will receive professional development in-house and on the district level.

PD Opportunity 1

Professional development will be provided by colleagues and district-level employees.

Facilitator

Alicia Foy, Michele Kramer

Participants

Science Teachers

Schedule

On 6/4/2015

Technical Assistance Items

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

G1. During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency.

G1.B1 The anticipated barrier is students are lacking the skills and strategies as well as the ability to respond critically to literature to perform at proficiency.

G1.B1.S1 Implement a tutorial program targeting students that have scored below proficiency on 2014 Reading FCAT 2.0 and the 2015 Reading Diagnostic tests.

PD Opportunity 1

Students will be selected according to data and entered into the HATS tutorial program and the morning computer lab program. Students will also be selected for the summer learning program. Strategic tutorial groups will be based on student needs.

Facilitator

Michele Kramer

Participants

HATS Instructors

Schedule

Weekly, from 9/29/2014 to 3/13/2015

G1.B1.S2 Utilize a .5 RtI resource teacher, SAI, and ELL teachers to work with targeted students that are below proficiency in reading and are in the process of receiving reading interventions.

PD Opportunity 1

Work with teachers to identify students that are in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Facilitator

Stacey Hoffman

Participants

All teachers

Schedule

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

PD Opportunity 2

Work with students that are identified in need of RtI, SAI, or ELL intervention based on data assessment. Utilize research based methods to drive instruction.

Facilitator

Stacey Hoffman

Participants

Identified Students

Schedule

Daily, from 9/2/2014 to 6/4/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency.	98,522
Goal 2: During the 2015 science portion of FSA and FAA, the fifth grade students will achieve or exceed proficiency.	38,366
Grand Total	**136,888**

Goal 1: During the 2015 reading, writing, and math portions of the FSA, CELLA, and FAA, students in grades 3-5 will meet or exceed proficiency.		
Description	**Source**	**Total**
B1.S1.A1 - HATS Tutorial, Hawks Learning College	Title I Part A	16,800
B1.S2.A1 - .5 Reading Resource Teacher	Title I Part A	24,800
B1.S2.A1 - Retirement Benefits for Reading Resource Teacher	Title I Part A	8,138
B1.S2.A1 - Benefits for Reading Resource Teacher	Title I Part A	1,607
B1.S2.A2 - .5 RtI Resource Teacher	Title I Part A	24,800
B1.S2.A2 - Retirement and Benefits for RtI Resource Teacher	Title I Part A	8,139
B2.S1.A1 - Leveled Libraries	Title I Part A	6,738
B2.S2.A1 - Out of State Costs for Lucy Calkins	Title I Part A	3,000
B2.S3.A1 - Reading training for parents	Title I Part A	1,000
B2.S3.A1 - Reading training for parents	Title I Part A	1,000
B3.S1.A2 - In State training Lucy Calkins	Title I Part A	1,500
B5.S1.A1 - Math training for parents	Title I Part A	1,000
Total Goal 1		**98,522**

Goal 2: During the 2015 science portion of FSA and FAA, the fifth grade students will achieve or exceed proficiency.		
Description	**Source**	**Total**
B1.S1.A1 - Science supplies	Title I Part A	2,500
B1.S1.A2 - Science parent training	Title I Part A	1,025
B1.S2.A1 - .5 Science Resource Teacher	Title I Part A	24,800
B1.S2.A1 - Retirement for Science Resource Teacher	Title I Part A	8,138
B1.S2.A1 - Substitute Teachers for Science Resource Teacher	Title I Part A	296
B1.S2.A1 - Benefits for Science Resource Teacher	Title I Part A	1,607
Total Goal 2		**38,366**