

Alachua County Public Schools

Hidden Oak Elementary School



2018-19 School Improvement Plan

Hidden Oak Elementary School

2100 FORT CLARKE BLVD, Gainesville, FL 32606

<https://www.sbac.edu/hiddenoak>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Hidden Oak Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission 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.

b. 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.

2. School Environment

a. 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 information about their cultures, customs, holidays, etc. with classes and grade levels. Teachers also make use of the district volunteer program and speakers to share information regarding various cultures.

b. 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 values that is modeled and reinforced by staff. Throughout the day, the safety and welfare of students is a top 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.

c. 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 expectations and rules were developed by our faculty. Our school is implementing Positive Behavior Intervention Support (PBIS) to recognize those students who are following school rules as well as to teach appropriate behaviors. 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. The principal, assistant principal, BRT (Behavior Resource Teacher) and school counselor are all available to assist

teachers and students during times of difficulty. Keeping in contact and working with parents regarding distractions and behaviors is also an important part in improving behaviors.

d. 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 counselors provides guidance lessons at all grade levels. These follow a prescribed curriculum established by the district, and also incorporates special concerns teachers may want addressed. The counselors are 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. The school counselors also provides support with special needs students and students with 504 plans by facilitating IEP and 504 meetings.

The school also implements the Sanford Harmony Social Emotional Learning Program as part of our larger school approach. The school Behavior Resource Teacher is trained and meets with individual teachers and classes at the start of the year to get the curriculum started and then conducts follow up trainings as needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our school Leadership Team meets on a weekly basis to review data from the previous week, discuss school concerns, and plan/make decisions as we move forward. We review the following:

- Previous week's discipline referrals including all consequences. Discussions focus on trends, individual students, consequences, possible modifications to school or class systems, and proactive strategies.

- Students in behavioral interventions and their progress.
- Students in academic interventions and their progress.
- Attendance concerns

Throughout the year, meetings are held with teams or individuals that include members of the leadership team (Principal, Assistant Principal, FCIM Instructional Coach) and teachers to review academic data and student progress. We review ongoing progress in academic subjects, grades, and trends. Topics of

discussion include, but are not limited to, adjustments to instruction, need for Educational Planning Team meetings, need for interventions, or possible retention.

When state assessment scores arrive teachers, leadership team members, and Title 1 teachers discuss students and need for additional support in the upcoming year. Students in the lowest quartile are identified and plans are started to intervene as quickly as possible upon the start of the new school year.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	9	13	12	7	14	0	0	0	0	0	0	0	59
One or more suspensions	0	1	3	3	2	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	5	8	3	7	7	4	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	3	6	4	0	0	0	0	0	0	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	4	2	7	10	7	0	0	0	0	0	0	0	34

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

Tier 1 Intervention Strategies

- Differentiated instruction occurs during literacy workstations and in small groups. Reading Street, leveled content readers, and standards-based instruction will be incorporated during Tier 1 instruction to improve the academic performance of students identified by the early warning system. Istation and Smarty Ants are web-based programs in use for supplemental instruction.

Tier 2 Intervention Strategies

- SRA Early Reading Tutor allows students to receive additional reading support for 10-15 minutes a day. It is intended to increase phonemic awareness and alphabetic knowledge. The program will build decoding skills and allow students time to applying fluency skills in connected text.
 - Phonics for Reading will be used in grades 1-5. This program builds phonemic awareness, decoding, and fluency skills in a systematic, explicit way to help struggling readers build a foundation for reading comprehension.
 - Zoom In will be used in grades 1-5 for strategy-specific reading comprehension instruction. They are focused and highly scaffolded reading intervention programs to help our students become proficient readers.

Tier 3 Intervention Strategies

- The intervention teachers will implement the My Sidewalks on Reading Street: Intensive Reading Intervention Program as well as other research-based intervention programs (e.g. Zoom, My Sidewalks is a research based program that encompasses the five essential components of effective reading instruction with a systematic, explicit approach. Regular routines are established allowing optimal learning gains for those identified by the early warning system.
 - SRA Early Interventions in Reading is used in Kindergarten.

Extended Day Intervention Strategies

- Achieve 3000 is intended for use during our extended day interventions to strengthen literacy skills and better prepare our students for college and career readiness.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/655518>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 also visit a center located in one of our neighborhoods with a low socioeconomic population. The purpose of these visits is/was to meet with parents and encourage them to utilize the academic resources this center has to offer.

Our school nurse uses nursing students from the local colleges for health screenings and vaccinations. The University of Florida's student athletes volunteer their time to read with students on a weekly basis.

Our teachers make use of the county volunteer program for expert speakers to augment units of study. Teachers also utilize our parents to volunteer at school. The school volunteer coordinator works to find parents who would be available for tutoring or preparing materials for use by classroom teachers. We also make use of our business partners who provide support for various school projects.

We have an active School Advisory Council (SAC) with members from different demographic groups. We have parents, teachers, Education Support Professionals, community members, and business representatives. The SAC meets several times per year to review school affairs, give input, and provide guidance and suggestions.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Kuhn, III	Principal
Nations, Jamie	Instructional Coach
Lathem, Dan	Dean
Warring, Erica	Assistant Principal
Thomas, Jennifer	Guidance Counselor
Greenlee, Celeste	Guidance Counselor

b. Duties

1. 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 meetings, 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, assistant principal, and FCIM Instructional Coach oversee the RtI/MTSS process by providing a common vision for the use of data-based decision-making, including: making assurances that RTI/MTSS 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, supervising the implementation of district adopted programs, and working/communicating with parent and community groups.

Our FCIM Instructional Coach arranges for Educational Planning Team (EPT) meetings to discuss teacher concerns regarding students. These duties entail: notifying parents of scheduled meetings so they may be in attendance; assisting in planning interventions; meeting with teachers on a regular basis to change/modify interventions; assisting teachers with record-keeping required for interventions; and overseeing 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 assistant principal 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 assistant principal and school counselor also work 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 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.

2. 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

Results of student tests are available to teachers, principal, assistant principal, FCIM Instructional Coach, and school counselor through Google documents. The Leadership Team will periodically meet with one grade level team to discuss data, monitor students' progress, and address concerns.

Hidden Oak is a Title 1 Targeted Assistance school. For the 2018-2019 school year, we will identify students in need of Title 1 services and work with the families of those students as outlined in our Home-School Compact and Parent and Family Engagement Plan.

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 up to 25 families per week through backpacks brought home from school.

Academic needs for children are supplemented through district and school initiatives. Extended School Year is available for third graders who are targeted for possible retention based on data collected by their teacher and FSA scores. Students identified for this program are eligible to attend a three week program taught by a certified teacher. Participants are allowed to take the Stanford 10 or ISIP, as well as portfolio assessment, in accordance with district and assessment guidelines; if successful, they are promoted to fourth grade.

Violence protection programs would come under the district-wide initiative called Positive Behavior Intervention Supports (PBIS). This project began six years ago, and is practiced daily at our school. PBIS focuses on violence prevention through pro-social behaviors. Incentives are in place to encourage social and academic success. School-based "Hoot Loot" is used at the school as an incentive for good behavior on campus. All teachers are encouraged to give out hoot loot to any student they see, who is demonstrating appropriate behaviors. Students are rewarded monthly with Hoot Loot parties. Classroom teachers offer students a menu of options to spend their hoot loot in the classroom including Lunch Bunch, extra Teacher PE, moving their seat to a place of their choice, and purchasing items using hoot loot from the teacher's treasure box. School-wide incentives include cotton candy, hot chocolate, pizza, and snow cone parties.

Supplemental activities for instruction are also an important component in this area. Classroom teachers take on the bulk of this responsibility by extending the core curriculum through teacher-led small groups and work stations. Several 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 offers students the chance 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nancy Pearl	Teacher
Laurie Waldo	Teacher
Bobbie Williams	Education Support Employee
Kimberly Taylor	Parent
Todd Rousseau	Parent
Janie Williams	Business/Community
Jeff Tice	Business/Community
Rae Rathinasabapathi	Business/Community
Radley Ruland	Parent
Barbara Brandt	Business/Community
Todd Gregory	Business/Community
Jim Kuhn	Principal
Martha Evans	Teacher
Lark Kelsey	Parent
Christina Giddings	Teacher
Debbie McMichael	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation and review of the School Improvement Plan (SIP) is an ongoing process that takes place throughout the year. This is critical to the development of the new SIP. Each member of the SAC receives a copy of the SIP and is encouraged to provide input or suggestions.

b. Development of this school improvement plan

The School Advisory Council reviews ongoing development of the School Improvement Plan and provides input as needed/requested.

Development of the School Improvement Plan (SIP) is reviewed at SAC meetings and members are invited to review the plan. Once developed, each SAC receives a copy of the SIP for their records. Development of the new SIP includes a review of the previous year's SIP and adjustments are made based on suggestions from SAC.

School-based committees provide input on items related to curriculum, behavior, instruction, and collaboration throughout the year. That input is used as part of the planning process.

c. Preparation of the school's annual budget and plan

At the October meeting of our SAC the principal will share the expenditure of school improvement funds (i.e Lottery, SRP, and Advanced Placement). This includes amounts in each area and a reported used of each. The budget is reviewed by the School Advisory Council and members are invited to provide input and suggestions. SAC has direct control over SRP and Lottery fund and any expenditure of those funds must be approved beforehand.

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

During the 2018-2019 school year school improvement funds were used in the following ways:

- RBT Training: \$999.00
- Curriculum Materials: \$9620.64
- Furniture: \$1109.00
- Technology (Computer): \$640.00
- Facilities Support (Lawn): \$12,480.00
- Substitutes/Prof. Development: \$4424.24
- Software License: \$3295.00
- PreK Playground: \$39,942.02

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kuhn, III	Principal
Lewis, Lisamarie	Teacher, K-12
Evans, Martha	Teacher, K-12
Kaercher, Ryan	Teacher, K-12
Langston, Kelly	Teacher, K-12
Batie, Shawwna	Teacher, K-12
Warring, Erica	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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 works to provide a forum to share ideas and remedy any concerns of committee members. The chairman updates the principal and assistant principal on any pertinent information and work as a team toward improving the language arts curriculum.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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 and student services teams. Team leaders meet formally with the Leadership Team (principal, assistant principal, Behavior Resource Teacher, and School Counselors) once per month. Faculty meetings are also held once a month to share information and address concerns. Grade level teams meet on a weekly basis at which time 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 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.

2. 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.

3. 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. Grade level team members assist teachers new to the school by acclimating them to the school culture, and helping them with online programs related to posting grades, submitting daily attendance, and other duties associated with school and district expectations.

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 of the appraisal tool.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, assistant principals and teachers, to ensure that all standards are covered through the addition of online resources which fill in the gaps of the core materials adopted. Teachers representatives attended workshops with peers from other elementary schools in our district, to set the pacing guides for each grade and subject area. They also vetted questions to construct quarterly assessments to assess the standards being taught. All of these processes have been developed to support the implementation of the Florida Standards in the classroom.

b. Instructional Strategies

1. 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 FSA/FCAT 2.0, AIMS assessments, weekly tests, chapter tests, benchmark tests, concept tests, informal assessments, and teacher observations are 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 language arts 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 special needs students.

2. 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 who did not meet state standards in Reading.

Strategy Rationale

Third graders who did not show mastery of reading standards as assessed on state required test were given an additional 14 days time to provide for further instruction in reading. These students were offered another opportunity to demonstrate proficiency on the last day of summer school, using an alternate test (e.g. Stanford 10 or ISIP).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kuhn, III, James, kuhnje@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 the FSA in reading were administered the SAT 10 or ISIP during the summer reading camp.

Strategy: After School Program

Minutes added to school year: 2,400

Achieve 3000 Reading Intervention

Strategy Rationale

This research-based intervention program will support students in the area of reading and provide an additional 2,400 minutes of instruction over the course of the year. Each child receives two extra hours of reading work per week the complements and supports the core instructional program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nations, Jamie, nationsjl@gm.sbac.edu

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

Data is collected through the use of the program's monitoring tool.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Through the Voluntary Pre-K (VPK) program the district provides an opportunity for every four year old to participate in prekindergarten classes to be better prepared to enter kindergarten. The school parent resource room has resources available to check out or keep for parents of pre-K students. Kindergarten readiness materials are given out at Kindergarten Roundup each year.

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 (FLKRS) at the beginning of the school year. 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 and visit the Art Room, Music Room, PE Court, and Media Center.

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

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** The percent of students in the lowest quartile making learning gains will match or exceed district targets.

- G2.** The percent of students scoring at or above proficiency will increase by 1.

Strategic Goals Detail

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

G1. The percent of students in the lowest quartile making learning gains will match or exceed district targets. 1a

G099747

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade level content.
- Lack of parent knowledge/awareness of Florida standards, content, and ways to help their child(ren).

Resources Available to Help Reduce or Eliminate the Barriers 2

- We use the following intervention materials/resources with students who have been identified as falling into the lowest quartile on state and district assessments: My Sidewalks, Zoom In, SRA Early Interventions in Reading, SRA Early Reading Tutor, Phonics for Reading, My Math Intervention.
- Title 1 Personnel
- Non-Title 1 Personnel

Plan to Monitor Progress Toward G1. 8

Weekly assessment data, FSA data, Quarterly District Assessments

Person Responsible

Jamie Nations

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Reading and Math weekly assessments data is collected on Google Docs, Quarterly assessments are recorded on Google Docs, and FSA data is compiled on spread sheets.

G2. The percent of students scoring at or above proficiency will increase by 1. 1a

G099748

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	79.0
FSA Mathematics Achievement	85.0
FCAT 2.0 Science Proficiency	84.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- Curriculum resources not completely aligned with test item specifications, levels of content complexity, and standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will continue to use other materials beyond the core program including but not limited to Building Vocabulary Kits, technology, frequent fluency checks, Kagan strategies, CRISS strategies, UNRAAVEL, FCRR activities, and incorporation of higher order questioning.
- Literacy Workstations
- District Pacing Guides
- Southwest Advocacy Group Community Center

Plan to Monitor Progress Toward G2. 8

Scores from FSA, FCAT 2.0, district AIMS, and school-based assessments will be monitored. Data chats will occur to review data and make adjustments.

Person Responsible

Jamie Nations

Schedule

Every 6 Weeks, from 9/3/2018 to 5/31/2019

Evidence of Completion

Google docs and PCG will have records of test results.

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

 = Problem Solving Step  S123456 = Quick Key

G1. The percent of students in the lowest quartile making learning gains will match or exceed district targets.

1

G099747

G1.B1 Students lack prerequisite skills needed for mastery of grade level content. 2

B268637

G1.B1.S1 Students receive additional interventions in reading and/or math. 4

S284435

Strategy Rationale

Students who lack prerequisite skills in reading and/or math need additional support through academic intervention.

Action Step 1 5

Students are identified using multiple sources of data including District Quarterly Assessments, weekly test scores, and FSA scores as being in the lowest quartile.

Person Responsible

Jamie Nations

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Students are identified and placed in interventions.

Action Step 2 5

Students receive interventions during the school day. Teachers are trained and students receive interventions during non-core academic times (e.g. Specials and Teacher PE).

Person Responsible

Jamie Nations

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Schedules have been built and students are scheduled in the district/ database schedule.

Action Step 3 5

Teachers receive training in intervention programs being used at the school.

Person Responsible

James Kuhn, III

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Training scheduled, completed, and documented on ACIIS.

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

Throughout the year, as data becomes available, students will continue to be identified and monitored.

Person Responsible

Jamie Nations

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Students have been identified, schedules have been built, and interventions have been implemented.

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

Schedules, Progress Monitoring Data

Person Responsible

Jamie Nations

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Schedules have been completed. Data is being collected throughout the year.

G1.B2 Lack of parent knowledge/awareness of Florida standards, content, and ways to help their child(ren).

2

B268638

G1.B2.S1 Parent training meetings that are focused on interventions, assessment, and ways to help students are scheduled throughout year. 4

S284436

Strategy Rationale

Increased involvement and awareness will have a positive impact on student school success.

Action Step 1 5

Meetings are scheduled and conducted by teachers and staff. Topics include , Annual Meeting, Smarty Ants/Achieve 3000, Preparing for FSA, and Preventing the Summer Slide.

Person Responsible

Jamie Nations

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agendas, copies of materials and presentations, sign in sheets, surveys.

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

Agendas, copies of materials and presentations, sign in sheets, surveys have been collected.

Person Responsible

Jamie Nations

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agendas, copies of materials and presentations, sign in sheets, surveys.

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

Principal, Assistant Principal, and FCIM/Lead Title 1 will assist team leaders in identifying content to be covered and resources for presentations/trainings.

Person Responsible

Jamie Nations

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Copies of content and presentations.

G2. The percent of students scoring at or above proficiency will increase by 1. **1**

 G099748

G2.B1 Students lack prerequisite skills needed for mastery of grade-level content. **2**

 B268639

G2.B1.S1 Students receive additional interventions in reading and/or math. [copy] **4**

 S284437

Strategy Rationale

Students who lack prerequisite skills in reading and/or math need additional support through academic intervention.

Action Step 1 **5**

Students are identified using multiple sources of data including District Quarterly Assessments, weekly test scores, and FSA scores as being in the lowest quartile.

Person Responsible

Jamie Nations

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Students are identified and placed in interventions.

Action Step 2 **5**

Students receive interventions during the school day. Teachers are trained and students receive interventions during non-core academic times (e.g. Specials and Teacher PE).

Person Responsible

Jamie Nations

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Schedules have been built and students are scheduled in the district/ database schedule.

Action Step 3 5

Teachers receive training in intervention programs being used at the school.

Person Responsible

James Kuhn, III

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Training scheduled, completed, and documented on ACIIS.

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

Throughout the year, as data becomes available, students will continue to be identified and monitored.

Person Responsible

Jamie Nations

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Students have been identified, schedules have been built, and interventions have been implemented.

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

Schedules, Progress Monitoring Data

Person Responsible

Jamie Nations

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Schedules have been completed. Data is being collected throughout the year.

G2.B2 Curriculum resources not completely aligned with test item specifications, levels of content complexity, and standards. **2**

 B268640

G2.B2.S1 Unpack language arts, math, and science standards. **4**

 S284438

Strategy Rationale

A better understanding of the standards and complexity of items will help teachers align instruction.

Action Step 1 **5**

Faculty staff development focused on Florida Standards/Test Item Specifications binder.

Person Responsible

James Kuhn, III

Schedule

On 5/31/2019

Evidence of Completion

Training conducted during faculty meeting/PD session.

Action Step 2 **5**

Faculty training on unpacking FS/NGSS Standards.

Person Responsible

James Kuhn, III

Schedule

On 5/31/2019

Evidence of Completion

Training conducted during faculty meeting/PD session.

Action Step 3 5

Faculty training on Webb's Depth of Knowledge and FSA Test Item Specifications.

Person Responsible

James Kuhn, III

Schedule

On 5/31/2019

Evidence of Completion

Training conducted during faculty meeting/PD session.

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

Lesson plans, classroom instruction, and resources will be monitored for evidence of alignment to standards.

Person Responsible

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans and observation records from walkthroughs and formal observations

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

Lesson plans, instruction, and resources will reflect alignment and rigor required.

Person Responsible

James Kuhn, III

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observation records and lesson plans.

G2.B2.S2 Use of LAFS and MAFS aligned supplemental curriculum to support and enhance instruction.

4

S284439

Strategy Rationale

Current curriculum is aligned to Common Core Standards and aligns to less than 50% of the standards.

Action Step 1 5

Work with grade level teams to identify needed content and levels.

Person Responsible

James Kuhn, III

Schedule

On 5/31/2019

Evidence of Completion

Content identified and ordered.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Lesson plans, classroom instruction, and resources will be monitored for evidence of alignment to standards.

Person Responsible

James Kuhn, III

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson plans identify resources being used, curriculum is used during instruction.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Lesson plans, classroom instruction, and resources will be monitored for evidence of alignment to standards. Data reviewed to compare standards taught using curriculum with AIMS assessment data.

Person Responsible

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

AIMS assessment data

V. Professional Development Opportunities

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

G1. The percent of students in the lowest quartile making learning gains will match or exceed district targets.

G1.B1 Students lack prerequisite skills needed for mastery of grade level content.

G1.B1.S1 Students receive additional interventions in reading and/or math.

PD Opportunity 1

Teachers receive training in intervention programs being used at the school.

Facilitator

Jamie Nations, Jim Kuhn, Jeni Clarizio

Participants

Teachers providing interventions to students.

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G2. The percent of students scoring at or above proficiency will increase by 1.

G2.B1 Students lack prerequisite skills needed for mastery of grade-level content.

G2.B1.S1 Students receive additional interventions in reading and/or math. [copy]

PD Opportunity 1

Teachers receive training in intervention programs being used at the school.

Facilitator

Jamie Nations, Jim Kuhn, Jeni Clarizio

Participants

Teachers providing interventions to students.

Schedule

Monthly, from 9/3/2018 to 5/31/2019

G2.B2 Curriculum resources not completely aligned with test item specifications, levels of content complexity, and standards.

G2.B2.S1 Unpack language arts, math, and science standards.

PD Opportunity 1

Faculty staff development focused on Florida Standards/Test Item Specifications binder.

Facilitator

Jim Kuhn

Participants

All faculty members .

Schedule

On 5/31/2019

PD Opportunity 2

Faculty training on unpacking FS/NGSS Standards.

Facilitator

Jim Kuhn

Participants

All faculty members.

Schedule

On 5/31/2019

PD Opportunity 3

Faculty training on Webb's Depth of Knowledge and FSA Test Item Specifications.

Facilitator

Jim Kuhn

Participants

All faculty members.

Schedule

On 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students are identified using multiple sources of data including District Quarterly Assessments, weekly test scores, and FSA scores as being in the lowest quartile.				\$0.00
2	G1.B1.S1.A2	Students receive interventions during the school day. Teachers are trained and students receive interventions during non-core academic times (e.g. Specials and Teacher PE).				\$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	Title I, Part A		\$54,000.00
3	G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	School Improvement Funds		\$1,000.00
4	G1.B2.S1.A1	Meetings are scheduled and conducted by teachers and staff. Topics include , Annual Meeting, Smarty Ants/Achieve 3000, Preparing for FSA, and Preventing the Summer Slide.				\$2,175.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	Title, I Part A		\$2,175.00
5	G2.B1.S1.A1	Students are identified using multiple sources of data including District Quarterly Assessments, weekly test scores, and FSA scores as being in the lowest quartile.				\$0.00
6	G2.B1.S1.A2	Students receive interventions during the school day. Teachers are trained and students receive interventions during non-core academic times (e.g. Specials and Teacher PE).				\$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	Title I, Part A		\$54,000.00
7	G2.B1.S1.A3	Teachers receive training in intervention programs being used at the school.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	School Improvement Funds		\$1,000.00

Alachua - 0482 - Hidden Oak Elementary School - 2018-19 SIP
Hidden Oak Elementary School

8	G2.B2.S1.A1	Faculty staff development focused on Florida Standards/Test Item Specifications binder.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	School Improvement Funds		\$500.00
9	G2.B2.S1.A2	Faculty training on unpacking FS/NGSS Standards.				\$0.00
10	G2.B2.S1.A3	Faculty training on Webb's Depth of Knowledge and FSA Test Item Specifications.				\$0.00
11	G2.B2.S2.A1	Work with grade level teams to identify needed content and levels.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0482 - Hidden Oak Elementary School	School Improvement Funds		\$15,000.00
					Total:	\$127,675.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.MA1 M418537	Weekly assessment data, FSA data, Quarterly District Assessments	Nations, Jamie	8/13/2018	Reading and Math weekly assessments data is collected on Google Docs, Quarterly assessments are recorded on Google Docs, and FSA data is compiled on spread sheets.	5/31/2019 weekly
G2.MA1 M418544	Scores from FSA, FCAT 2.0, district AIMS, and school-based assessments will be monitored. Data...	Nations, Jamie	9/3/2018	Google docs and PCG will have records of test results.	5/31/2019 every-6-weeks
G1.B1.S1.MA1 M418533	Schedules, Progress Monitoring Data	Nations, Jamie	8/13/2018	Schedules have been completed. Data is being collected throughout the year.	5/31/2019 monthly
G1.B1.S1.MA1 M418534	Throughout the year, as data becomes available, students will continue to be identified and...	Nations, Jamie	9/3/2018	Students have been identified, schedules have been built, and interventions have been implemented.	5/31/2019 monthly
G1.B1.S1.A1 A384049	Students are identified using multiple sources of data including District Quarterly Assessments,...	Nations, Jamie	8/13/2018	Students are identified and placed in interventions.	5/31/2019 weekly
G1.B1.S1.A2 A384050	Students receive interventions during the school day. Teachers are trained and students receive...	Nations, Jamie	9/3/2018	Schedules have been built and students are scheduled in the district/ database schedule.	5/31/2019 weekly
G1.B1.S1.A3 A384051	Teachers receive training in intervention programs being used at the school.	Kuhn, III, James	8/13/2018	Training scheduled, completed, and documented on ACIIS.	5/31/2019 monthly
G1.B2.S1.MA1 M418535	Principal, Assistant Principal, and FCIM/Lead Title 1 will assist team leaders in identifying...	Nations, Jamie	8/13/2018	Copies of content and presentations.	5/31/2019 quarterly
G1.B2.S1.MA1 M418536	Agendas, copies of materials and presentations, sign in sheets, surveys have been collected.	Nations, Jamie	8/13/2018	Agendas, copies of materials and presentations, sign in sheets, surveys.	5/31/2019 quarterly
G1.B2.S1.A1 A384052	Meetings are scheduled and conducted by teachers and staff. Topics include , Annual Meeting, Smarty...	Nations, Jamie	8/13/2018	Agendas, copies of materials and presentations, sign in sheets, surveys.	5/31/2019 quarterly
G2.B1.S1.MA1 M418538	Schedules, Progress Monitoring Data	Nations, Jamie	8/13/2018	Schedules have been completed. Data is being collected throughout the year.	5/31/2019 monthly
G2.B1.S1.MA1 M418539	Throughout the year, as data becomes available, students will continue to be identified and...	Nations, Jamie	9/3/2018	Students have been identified, schedules have been built, and interventions have been implemented.	5/31/2019 monthly
G2.B1.S1.A1 A384053	Students are identified using multiple sources of data including District Quarterly Assessments,...	Nations, Jamie	8/13/2018	Students are identified and placed in interventions.	5/31/2019 weekly
G2.B1.S1.A2 A384054	Students receive interventions during the school day. Teachers are trained and students receive...	Nations, Jamie	9/3/2018	Schedules have been built and students are scheduled in the district/ database schedule.	5/31/2019 weekly
G2.B1.S1.A3 A384055	Teachers receive training in intervention programs being used at the school.	Kuhn, III, James	9/3/2018	Training scheduled, completed, and documented on ACIIS.	5/31/2019 monthly
G2.B2.S1.MA1 M418540	Lesson plans, instruction, and resources will reflect alignment and rigor required.	Kuhn, III, James	8/13/2018	Observation records and lesson plans.	5/31/2019 monthly
G2.B2.S1.MA1 M418541	Lesson plans, classroom instruction, and resources will be monitored for evidence of alignment to...		8/13/2018	Lesson plans and observation records from walkthroughs and formal observations	5/31/2019 monthly
G2.B2.S1.A1 A384056	Faculty staff development focused on Florida Standards/Test Item Specifications binder.	Kuhn, III, James	11/7/2018	Training conducted during faculty meeting/PD session.	5/31/2019 one-time

Alachua - 0482 - Hidden Oak Elementary School - 2018-19 SIP
Hidden Oak Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2 A384057	Faculty training on unpacking FS/ NGSS Standards.	Kuhn, III, James	11/7/2018	Training conducted during faculty meeting/PD session.	5/31/2019 one-time
G2.B2.S1.A3 A384058	Faculty training on Webb's Depth of Knowledge and FSA Test Item Specifications.	Kuhn, III, James	11/7/2018	Training conducted during faculty meeting/PD session.	5/31/2019 one-time
G2.B2.S2.MA1 M418542	Lesson plans, classroom instruction, and resources will be monitored for evidence of alignment to...		9/3/2018	AIMS assessment data	5/31/2019 quarterly
G2.B2.S2.MA1 M418543	Lesson plans, classroom instruction, and resources will be monitored for evidence of alignment to...	Kuhn, III, James	9/3/2018	Lesson plans identify resources being used, curriculum is used during instruction.	5/31/2019 weekly
G2.B2.S2.A1 A384059	Work with grade level teams to identify needed content and levels.	Kuhn, III, James	9/3/2018	Content identified and ordered.	5/31/2019 one-time