

EXECUTIVE SUMMARY

Hidden Oak Elementary School

During the 2007-2008 school year, the Hidden Oak Elementary School community continued its tradition of working together to assure the best possible educational opportunities and achievement for our students.

To meet the objectives of our School Improvement Plan we focused on the broad range of needs, interests and aspirations of our students, and utilized a variety of teaching materials and methods to accomplish our objectives. We adjusted class schedules to maximize teaching/learning time, additional teaching units were added, and provided on-going staff development related to identified needs.

We used the countywide adopted reading textbooks and supplementary materials such as Accelerated Readers, class novel sets, and various other programs to promote reading. For mathematics, science, and social studies we used the adopted basals, supplementing these with a wide range of materials, such as Sunshine Math, Daily Oral Math and GEMS, AIMS, ADD, Daily Science and Accelerated Math. For writing, we followed our school wide writing program. Expanded opportunities were provided to practice the skill of writing.

Each year as our staff meets to review the previous term and to plan for the upcoming term, we set achievement goals for ourselves that encourage continuous improvement in all relevant academic areas.

Our staff, the School Advisory Committee, and the Parent Teacher Association are involved in the exciting quest for ever-improving achievement for our students, and all participants appreciate the opportunities and resources that make such progress possible.

School Grades:

2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>

Vision/Mission Belief Statements

Vision/Mission/Belief Statements:

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

School Profile/Demographics

The 2008/2009 school year will be the 21st year of operation for Hidden Oak Elementary School. The school is located in west Gainesville, one of the fastest growing areas in Alachua County. It currently serves 825 students in grades PreK-5. During the 2006/2007 school year an additional 12 classrooms were completed and added to our existing structure to accommodate the rate of population growth in our school zone. Hidden Oak Elementary is a well-maintained school, and the school community takes pride in the maintenance and care of the buildings and surrounding premises.

Hidden Oak Elementary is under the leadership of the principal, Mr. Frank Burns, and the assistant principal, Ronald Knowles. The school steering committee is comprised of the principal, assistant principal, curriculum resource teacher, and the guidance counselor. There are currently 61 faculty members serving in classrooms at Hidden Oak. Of the 61, three are National Board for Professional Teaching Standards certified, one holds a doctorate, two hold a specialist’s degree, 31 hold a master’s degree, and 27 hold a bachelor’s degree. Fifteen of our teachers are also ESOL certified. There are currently five teachers, as well as our two administrators, certified in Educational Leadership. Each of the music, physical education, media, technology, and art teachers are certified in their respective areas. Two of the gifted and talented teachers are certified to teach the 148 students served in this area. Hidden Oak also has a speech and language teacher who serves 52 students, and three certified Exceptional Student Education (ESE) teachers who serve students. One early childhood/ESE certified teachers staffs the Pre-Kindergarten handicapped unit. A certified school psychologist works with students at the school two days a week. A licensed nurse is available to serve the health needs of the students. A certified Occupational Therapist serves specified Hidden Oak students. In addition to the existing certifications, there are currently numerous teachers pursuing advanced degrees.

The Hidden Oak community consists of an active Parent Teacher Association (PTA), business partners, family, faculty and staff. The PTA has contributed to the school both financially and by volunteering and are very supportive of the teachers and staff at the school. The community that feeds into Hidden Oak consists primarily of professionals and working class parents. School is considered a top priority for many of the families.

With the exception of one year when our school received a grade of B, Hidden Oak Elementary has been an A school since the practice of school grades began. While we did not successfully make AYP in 2002/2003 or 2003/2004, we were successful in 2004/2005, 2005/2006, 2006-2007, and 2007-2008. Hidden Oak continues to show gains across the board. Hidden Oak has also received the Five Star School award for five consecutive years.

2007/2008 Demographic Data

70% White	8.7% Asian
7% Black	0.4% Native American
8% Hispanic	5.8% Multiracial

18% free/reduced lunch population

Total Student Body = 825 (Pre-Kindergarten through Grade 5)

Student/Teacher Ratios

Pre-Kindergarten: 16:1
Grades K-3: 18.01: 1
Grades 4-5: 21.92: 1

“Each person in the Hidden Oak family is important to the success of the school. High expectations, teamwork, dedication to the mission, positive attitude, and genuine caring for children enable the school community to work together to make Hidden Oak a safe, happy, and productive learning environment.”

Quality Staff

Highly Qualified Certified Administrators

Dr. Doris Richardson, the principal of Hidden Oak Elementary School for the past 20 years, retired at the end of the 2007-2008 fiscal year. Dr. Richardson was succeeded by Mr. Frank Burns. Mr. Burns received his B.A. from the University of South Florida in Elementary Education and a M. A. from Nova University in Educational Administration. He has also pursued further graduate studies at the University of Florida. Mr. Burns has 34 years of successful education experience, including 17 years as a principal in Alachua County Public Schools.

Ronald Knowles is in his fourth year as Assistant Principal at Hidden Oak Elementary. Prior to Hidden Oak, he has served in Alachua County as Assistant Principal/Behavior Resource Teacher at two elementary schools. He began his career 24 years ago as a third grade teacher. He has extensive experience in working with low performing students. Mr. Knowles taught Title 1 students for 10 years in the homeroom setting as well as in a pull out computer lab. His AP/BRT experience has been at Title 1 designated schools. Mr. Knowles has a Bachelor's Degree in Elementary Education from the University of Florida and a Master's in Educational Leadership from Nova Southeastern University.

Additional Requirements

Teacher Mentoring

All beginning teachers participate in a countywide induction program under the direction of Kathy Shewey. The district's beginning teachers meet regularly for professional development and to participate in discussion groups. At the school level, beginning teachers are assigned an experienced mentor. The mentor guides the beginning teacher throughout the first year. Activities include conferencing, a minimum of two observations, planning, and coaching. Beginning teachers are evaluated using the FPMS observation system, as well as through the use of professional development plans. Each beginning teacher must develop a minimum of three plans to be evaluated by the principal. Each plan focuses on one area the teacher plans to focus on improving throughout the year. The principal meets regularly with the beginning teachers and mentors to evaluate the progress and performance of each beginning teacher.

School Wide Improvement Model

At Hidden Oak Elementary, a continuous improvement model is employed utilizing the research-based Macmillan McGraw-Hill Reading series, Harcourt Math, and Just Write materials. The school steering committee and faculty by means of consistent review of formal and informal assessments closely monitor student progress. The staff and school community are committed to providing a school climate that supports high levels of student achievement in a safe and orderly school environment. The goal is for each student in each demographic group to make at least one year's growth in the areas of reading and mathematics.

School Advisory Council

The Hidden Oak Elementary School Advisory Council is composed of seven members who represent various stakeholders in the school community. The principal, Mr. Frank Burns, Curriculum Resource Teacher, Martha Evans, teacher Nancy Pearl, and Career Service representative Mary Davis, represent the faculty and staff. The parent representatives are Dr. Lillian Swanger and Mr. Jeff Tice. The business community is represented by Amy Blanchard and Janie Williams. This committee convened eight times this year to serve in an advisory capacity to the school principal and in the preparation, implementation, and evaluation of the school improvement plan. Each year parents and faculty nominate and vote on members to serve on the council.

Communication with Parents

Hidden Oak communicates with the parents and families of our students in a variety of ways. A monthly newsletter is sent home that contains information regarding upcoming school events, PTA, lunch menus, a message from the principal, and important reminders regarding school safety, health, and discipline. In addition to the newsletter, a “Fone-Home” system is used to quickly relay information to target audiences. Families can also access information on the school and district websites. A marquee is placed in front of the school that also highlights upcoming events and awards. Report cards are sent home every 9 weeks and progress reports are sent home at mid-point of each nine weeks. Weekly communication is shared through the use of an agenda.

Extended Learning Opportunities

Students performing in the lowest quartile as evidenced by FCAT, SAT 10, DIBELS, STAR, in-class formal and informal assessments are offered a variety of extended learning opportunities. These programs include, but are not limited to, Great Leaps, Intervention Programs, supplemental tutoring sessions during the school day, CHAMPS motivators, and peer tutoring. The effectiveness of these programs is monitored formally and informally throughout the year. The STAR assessment is administered three times a year in grades 3-5. The Stanford-10 is administered to grades 1-2, and the FCAT is administered in grades 3-5.

A comprehensive summer program is offered to serve a variety of needs. Students entering Kindergarten are offered the opportunity to attend a four-week program that orients them to the formal school experience. It serves as a transition into the upcoming school year. In addition to the Kindergarten program, students entering grades 1-5 are also offered the opportunity to attend an enrichment program that serves to provide a curriculum rich in a variety of learning experiences. A one-week Camp Invention program is offered for students interested in a hands-on learning experience that incorporates Science and Math. For those students that were targeted for intervention in third grade, and for those who scored a Level 1 on the FCAT a summer reading camp is provided to continue to reinforce Reading skills. Targeted Exceptional Student

Education students are also offered the opportunity to attend a summer program to prevent a regression of skills over the summer break.

Adequate Progress Statement

- 80% percent of the total school population will score Level 3 or above on the FCAT Reading assessment.

Or

- The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by 1%.

GOAL: Reading

Goal Statement

To continuously improve student performance in the area of reading.

Needs Assessment

In third grade 96% of all students scored Level 2 or higher in FCAT reading meeting state promotion requirements which is a 3% increase over the previous year. In addition 3 students were promoted for Good Cause in third grade. In fourth grade 84% of all students scored Level 3 or above which is a decrease of 3%, and in fifth grade 84% of all students scored Level 3 or above which is a decrease of 6%. Based on this data, we will continue implementing the strategies used at all grade levels.

Objective

85% of all students will score a Level 3 or above as evidenced by the 2008/2009 FCAT Reading Assessment scores, an increase of 1% over the lowest achieving group's previous scores.

Strategies

- Provide daily 90 minute reading blocks at all grade levels
 - Action: Utilize Macmillan/McGraw-Hill *Treasures* Reading Language Arts program
 - Action: Provide explicit instruction in and modeling of the seven comprehension strategies during whole group and leveled group instruction (adapted from Strategies that Work 1st and 2nd editions by Stephanie Harvey and Anne Goudvis)
 - Action: Provide instruction in the five areas of reading (comprehension, vocabulary, phonics, phonemic awareness, and fluency)

- Action: Provide increased vocabulary instruction beyond the core reading instruction
- Action: Emphasize the use of literature including fiction, non-fiction, leveled readers, novels, reproducible decodable books, silent reading time, reader's theater, and student periodicals
- Action: Utilize Creating Independent Student owned Strategies (CRISS) to foster reading development
- Action: Implement Kagan strategies and training/resources
- Action: Larry Bell (UNRAVEL) strategies and training/resources
- Action: Utilize the Florida Continuous Improvement Model to provided a teaching/learning cycle for instruction
- Action: Utilize district formative assessment testing to monitor progress and provide data for teachers to improve/enhance instruction
- Strengthen the use of non-fiction and fiction literature in Science and Social Studies to integrate reading into those areas
- Integrate technology into instruction and assessment
 - Action: Continue to implement and utilize STAR reading assessment
 - Action: Continue to implement and utilize Accelerated Reader program
 - Action: Provide in-school time for FCAT explorer
 - Action: Implement the use of the supplemental programs incorporated with the Macmillan/McGraw-Hill *Treasures* series
 - Action: Implement use of Macmillan/McGraw-Hill Treasures online resources to enhance student achievement.
- Continue to enhance home school partnerships in reading
 - Action: Utilize home reading programs including: Million Minutes of Reading, Book-It, and Daily reading book log
 - Action: Continue a summer reading kick off program in collaboration with the PTA which will provide each student a grade level appropriate book
 - Action: Implement a recommended summer reading list for each grade level reflecting a variety of genre
 - Action: Provide periodic opportunities for students to review quality literature on Good Morning Hidden Oak
 - Action: Provide parents with training and information about the online resources to use with Macmillan/McGraw-Hill series
- Supplement reading instruction with intervention materials to instruct students in all subgroups performing in the lowest quartile
 - Action: Modify Exceptional Student Education program to provide students with disabilities the opportunity to increase the amount of time they participate in the regular education program
 - Action: Continue to provide Great Leaps tutoring to the at-risk third grade readers, and expand the program to other grade levels.
 - Action: Provide additional basic reading instruction to students with deficiencies using a variety of intervention materials.
- Enhance the reading curriculum with the continued use of the Black Stallion Literacy Project in grades 1 and 4

- Action: Distribute and read Black Stallion grade level appropriate books in grades 1 and 4
- Attend curriculum supporting field trips in grades 1 and 4

Evaluation

Results of the following instruments will be used to monitor and assess student performance: DIBELS, STAR, Great Leaps, Accelerated Reader, Macmillan/McGraw-Hill Treasures assessments (weekly, theme, mid-year, end of year), District Benchmark Assessments for grades 3-5, fluency assessments for the lowest quartile students, FCAT, Stanford-10, Fox in a Box, ERDA, DAR.

Research-Based Program

Macmillan/McGraw-Hill is committed to the integration of scientific research practices in each phase of the textbook publishing cycle. In program development, the most current scientific research is reviewed and critiqued to determine its validity and feasibility for inclusion. The Treasures series meets Reading First guidelines for essential components in reading by providing instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. A report entitled *Macmillan McGraw-Hill Treasures Research* demonstrates the classroom practices in the program related to the five components. Currently the Treasures series is under study in five urban, suburban, and rural districts in Arizona, Maryland, and Minnesota. The yet unpublished findings of the studies show positive results. An expansion of the participating sample is planned for the upcoming school year with the addition of districts in Oregon, Michigan, Rhode Island, and Mississippi.

Professional Development Aligned with Objective

Teachers will participate in the following professional development activities:

- Analyze test data from state level testing and district formative assessment to then work as teams to develop lessons to meet the needs of our students
- Continue to explore and implement concepts in “Strategies That Work,” 2nd Edition
- Receive updates on current strategies in the Reading content area including; Accelerated Reader, STAR, and Inclusive practices
- Develop and discuss curriculum strategies and best practices in horizontal and vertical grade level teams, as well as analyze student work throughout the year
- Participate in district wide in-services offered for new reading series
- Provide stipends for grade level planning for implementation of new reading series

Budget for Reading

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)

Research-based Programs	Macmillan McGraw-Hill Treasures series	District Textbook Money	District level	
Research based Resource(s)	Strategies That Work 2 nd Edition	Consumable Textbook money	Not to exceed \$250	
Technology				
Professional Development	Reading inservice and grade level planning meetings	District and school level	District budget and not to exceed \$1500 from CREATE budget pending approval	
Other				

Reading Elements: Highly Certified In-Field Instructors

All 39 reading teachers at Hidden Oak are fully certified in Elementary Education. One has a doctorate degree. Eighteen of our teachers of reading hold a Master’s Degree. There are currently two National Board certified teachers all in the area of Early Childhood. Nineteen reading teachers have more than five years experience in the classroom.

GOAL: Mathematics

Goal Statement

To continuously improve student performance in the area of math.

Needs Assessment

In third grade 88% of all students scored Level 3 or higher in FCAT math. In fourth grade 91% of all students scored Level 3 or above and in fifth grade 88% of all students scored Level 3 or above. This reflects an increase at two grade levels and maintaining the same score at another. Based on this data, we will increase the percentage of students scoring a Level 3 or higher thus decreasing the percentage of students scoring a Level 1 or 2.

Objective

89% of all students will score a Level 3 or above as evidenced by the 2008/2009 FCAT Math Assessment scores, an increase of 1% over last year's score for the lowest achieving group.

Strategies

- Provide a minimum of 60 minutes of daily math instruction at all grade levels
 - Action: Utilize Harcourt Math program
 - Action: Supplement basal instruction with other materials such as, Word Problem of the Day K-2, Multi-step Word Problem of the Day 3-5, ADD, Mad Minute, TOPS, FCAT workbooks, and Sunshine Math
 - Action: Integrate math and science instruction through the use of the Great Explorations if Math and Science (GEMS) and Activities Integrating Math & Sciences (AIMS) programs
 - Action: Emphasize the use of manipulatives during math instruction
 - Action: Align the curriculum with the Sunshine State Standards and Grade Level Expectations
 - Action: Utilize revised county pacing guide and district formative assessments to develop lesson plans for math.
 - Action: Utilize Larry Bell UNRAVEL Math Strategies in oral and written word problems of the Day (K-2) and written Multi-Step Word Problems of the Day (3-5) three out of five days each week as evidenced in teacher lesson plans.
 - Action: Implement the Florida Continuous Model to provide systematic instruction in math
- Integrate technology into instruction and assessment
 - Action: Continue to implement and utilize Harcourt's Mega Math and The Learning Site
 - Action: Provide practice, intervention and enrichment through the use of software programs such as: Math Facts in a Flash, Math Arena, Math Essentials I and II, Ice Cream Truck, Fraction Attraction, Data Explorer, and FCAT Explorer
 - Action: Implement Math Facts in a Flash during technology lab for grades one and two
- Strengthen the home/school partnership
 - Action: Utilize the Harcourt School/Home Support component
 - Action: Provide access to the Harcourt Learning Site
 - Action: Continue to provide regular updates on student progress in math
 - Action: Provide consistent home math activities as appropriate for each grade level
- Supplement math instruction with intervention materials to instruct students in all subgroups performing in the lowest quartile
 - Action: Provide in-school tutorial sessions for low performing students
 - Action: Modify Exceptional Student Education program to provide students with disabilities the opportunity to increase the amount of time they participate in the regular education program
 - Action: Continue the use of the intervention component of Harcourt Math

- Action: Continue the use of Great Leaps Oral Calculation Program
- Supplement math instruction in resource classes (Art, Music, PE, Media, Technology Lab)

Evaluation

Results of the following instruments will be used to monitor and assess student performance: Inventory Assessments, FCAT Practice Tests, Chapter and/or Unit Tests, District Formative Assessments, End of Year Tests, FCAT Explorer, SAT 10 and FCAT.

Research-Based Program

Harcourt School Publishers entered into a contract with the Educational Research Institute of America (ERIA) to measure the effectiveness of their research-based Harcourt Math program. The program was field tested by 18 teachers and 370 students in nine states. The assessment used to measure student performance was the Stanford Achievement Test, Ninth Edition. Harcourt Math is a complete and comprehensive math program for grades K through 6. The program was designed to build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning. Harcourt Math was developed on the premise that all children can become proficient in mathematics and math is a language with specific vocabulary. Computer assisted instruction and an intervention component increases student achievement. The data supports that the instruction which is based on Harcourt Math and the students who are instructed in the Harcourt Math program will make statistically significant gains on standardized test scores.

Professional Development Aligned with this Objective

Teachers will participate in the following professional development activities

- Analyze test data from state level testing and district benchmark assessment to then work as teams to develop lessons to meet the needs of our students
- Develop and discuss curriculum strategies and best practices in horizontal and vertical grade level teams, as well as analyze student work throughout the year
- Receive updates on current strategies in the Math content area, including intervention and inclusive practices
- Participate in GEMS/AIMS training, implement the program throughout an integrated curriculum, and meet to discuss best practices and instructional strategies incorporated with the program.
- Larry Bell book studies of strategies to use in teaching for cross-curriculum subject areas.

Budget for Mathematics

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)

Research-based Program(s)	Harcourt Math Series	District and School-level funds		
Research-based Resource(s)	GEMS/AIMS Workshops	AP funds	500.00	
Technology				
Professional Development	Larry Bell book study	School level funds	200.00 not to exceed 250.00	
Other				

Mathematics Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in mathematics.

All 38 math teachers at Hidden Oak are fully certified in Elementary Education. One holds a Doctorate and eighteen of those hold Master’s Degrees. There are currently three National Board certified teacher in the area of Early Childhood. Twenty-one math teachers have more than five years experience in the classroom.

GOAL: Writing

Goal Statement

To continue to improve the academic achievement in writing for the regular education population and continue to focus on increasing the writing performance of the ESE population

Needs Assessment

In fourth grade, 79% of all students scored a level 3.5 or higher on the FCAT Florida Writes assessment, a decrease of 8% over last year’s scores. Our percent of students scoring 2.5 and 3.0 is an increase over the previous year.

Objective

80% of all students will score a 3.5 or higher on the 2008/2009 FCAT Florida Writes assessment.

Strategies

- Provide a minimum 45-minute time period of language arts daily at all grade levels.
 - Action: Incorporate Sunshine State Standards and Grade Level Expectations into the language arts curriculum
 - Action: Utilize expository and narrative writing programs in grades 3-5, including Just Write, Write Time for Kids, Mcmillan/McGraw-Hill *Treasures*, and Writer’s Express

- Action: Continue to implement 6 + 1 Traits of Writing in grades 1-5 including Trait Crate Materials
- Action: Emphasize writing process with specific focus on composing (planning, drafting, revising, sharing, and publishing) to continue to improve competency in writing
- Action: Provide a variety of writing experiences such as buddy writing, shared writing, writers workshop, teacher modeling, small group instruction, and individual conferencing
- Action: Integrate writing into curriculum areas in Grades K-5 with the use of non-fiction literature
- Action: Utilize and update teacher developed handbook to improve writing instruction
- Action: Implement grade appropriate daily grammar review
- Action: Incorporate weekly Writer's Workshop Craft lesson and Writing Workstation Flip Charts from Macmillan/McGraw-Hill Treasures reading series.
- Action: Examine the continuity of our writing program from grade level to grade level to see that there is a continuous development of reading skills.
- Action: Provide at fourth grade an hour of instruction for students in a variety of grouping methods including heterogeneous groups as well as groups based on students' needs.
- Supplement writing instruction for students not meeting achievement goals.
 - Action: Utilize the practice of inclusion with students and subgroups as appropriate
 - Action: Supplement writing instruction for students not meeting their achievement goals in fourth grade additional tutoring sessions preceding the 2009 FCAT Florida Writes assessment
- Promote student motivation in writing and increase family involvement.
 - Action: Share students' writing progress with families at the end of the 2nd and 4th nine-week grading periods.
 - Action: Provide writing workshops for families of fourth graders during the first semester.
 - Action: Display outstanding student writing from one grade level monthly.
 - Action: Publish student writing in each grade level a minimum of once a year. (ex: class books, portfolio of writing samples, poetry unit, Young Author's showcase of exemplary writing)
 - Action: Grade levels will meet together to use grade level rubric to score prompts.
 - Action: Provide information from the writing handbook on our school website and make available in hard copy as needed or requested

Evaluation

- Classroom teachers will holistically score student writing prompts a minimum of twice prior to the FCAT writing test.

- A writing portfolio will be kept from grades K-5 with a minimum of three scored prompts per year to track student progress.
- Grade level teams will meet to collaboratively score individual classroom samples of three portfolio prompts.

Results of the 2006 FCAT Florida Writes assessment will be used to assess student achievement and to plan for the following year.

Research-Based Program

The research-based Just Write program developed by Kathryn Robinson is being used in grades K-5. This program is based on the instructional practices of developing writing skills through a five-stage sequential writing process. Kathy Robinson has been a professional educator for more than 20 years and has developed and implemented this program throughout her career.

Write Time for Kids is a nonfiction-writing program used as a supplement to the regular writing instruction. The scope and sequence of the program provides teachers of all levels the ability to find support for the nonfiction-writing program.

In addition, several resources by Melissa Fornay would be added to improve writing skills and promote creativity. Ex: *Writing Superstars*, and *Razzle Dazzle Writing*.

Craft Lessons Teaching Writing K-8 by Ralph Fletcher and Joann Portalupi is also being used in the classroom and correlates with the 6 + 1 Traits with lessons tied into children's literature.

Professional Development Aligned with this Objective

Teachers will participate in the following professional development activities:

- Writing committee members meet throughout the year to discuss the implementation of our school wide writing handbook and make revisions as necessary. This handbook will serve as a guide for teachers as well as a resource for families
- Training for teachers in holistic scoring of student writing at each grade level
- Training for new teachers and teachers in grades K-2 on the use of the Just Write series
- Professional book club for writing teachers in grades 3-5 focusing on increasing student achievement in writing skills through the use of Craft Lessons by Ralph Fletcher & JoAnn Portalupi.
- Continuous assessment and data analysis of student growth in writing
- Holistic scoring of prompts throughout the year by grade levels

Budget for Writing

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Just Write Series	District Consumable Textbook Money		
Research-based Resource(s)	Additional titles listed in <i>Craft Lessons</i> Melissa Forney: Writing Superstars and Razzle Dazzle Writing	PTA Consumable Textbook Money and school level funds	Not to exceed \$2,000 Not to exceed \$1,000	
Technology				
Professional Development	Book study of <i>Craft Lessons</i>	None—Copies already purchased for grade levels		
Other				

Writing Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in writing.

All of the 40 teachers who teach writing are certified in Elementary Education. One holds a Doctorate and twenty hold a Master’s Degree. Twenty-one of the writing teachers have more than 5 years experience teaching.

GOAL: Science

Goal Statement

To continuously improve student performance in the area of science.

Needs Assessment

In fifth grade a mean scale score of 357 was achieved, an increase of 6 points over the previous year, and 74% of the students scored a level 3 or higher which is a decrease of 3% over the previous year.

Objective

75% of all students will score a Level 3 or above, as evidenced by the 2008/2009 FCAT Science assessment scores, an increase of 1% over last year’s scores.

Strategies

- Provide instruction in science in both the first and second semesters
 - Action: Continue county adopted Scott Foresman Science program
 - Action: Utilize FCAT Science Explorer in tech lab with 5th grade students.
 - Action: Integrate math and science instruction through the use of the GEMS and AIMS programs
 - Action: Emphasize the use of activity based instruction to teach scientific concepts
 - Action: Align the curriculum with the Sunshine State Standards and Grade Level Expectations
 - Action: Emphasize use of microscopes to explore the world of organisms
 - Action: Utilize revised county pacing guide to realign curriculum and develop lesson plans for fifth grade science.
 - Action: Utilize results from district formative assessment to for instruction using the Florida Continuous Improvement Model at fifth grade.
 - Action: Utilize on-line resource *Brain Pop* to teach scientific concepts.
 - Provide field trip experiences to enrich the science curriculum
 - Action: Participate in activities at Camp Crystal Outdoor Education Center (students in grades 2 and 5)
 - Action: Provide field trip opportunities to supplement the core curriculum such as: UF Fisheries, Museum of Natural History, Santa Fe Teaching Zoo, UF Equestrian Center, Santa Fe Community College MOSI Planetarium, Rock Cycle Garden, etc.
- Enhance the science curriculum through the use of community resources
 - Action: Organize a Science Symposium comprised of guest speakers from the University of Florida to be held in grades 4-5.
 - Action: Elicit community resource speakers through the Alachua County volunteer program in grades K-5

Evaluation

Results of the following instruments will be used to monitor and assess student performance: Scott Foresman Assessments, District Benchmark Assessment for Fifth Grade Science, and FCAT Science Assessment.

Research-Based Program

Scott Foresman Science was developed to meet the Florida Sunshine State Standards, Benchmarks, and Grade Level Expectations. Experienced authors have provided research based techniques that are embedded into the program's instructional materials. The program is based on three levels of inquiry; directed, guided, and full inquiry. These levels of inquiry engage students in activity and provide a foundation that guides the students in developing a well rounded understanding of the inquiry process. Scott Foresman prepares students to perform successfully on a variety of standardized tests, including the FCAT.

Professional Development Aligned with this Objective

Teachers will participate in professional development activities:

- Analyze test data from state level testing and district formative assessment to then work as teams to develop lessons to meet the needs of our students
- Discuss and analyze best practices and student work in vertical and horizontal grade level teams (bi-annually)
- Continue to participate in training of GEMS/AIMS
- Receive training in Brain Pop

Budget for Science

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Programs	Scott Foresman Science	District	District and school level	
Research – based Resource(s)	Consumable Materials	District Consumable Science Money	To be determined by district	
Technology	Brain Pop	PTA	Not to exceed \$2000	
Professional Development	Brain Pop Training	PTA/School Level Funds	Not to exceed \$50	

Science Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in science.

All 34 science teachers at Hidden Oak are fully certified in Elementary Education. Eighteen of those hold a Master’s Degree. There are currently three National Board certified teacher in the area of Early Childhood. Nineteen science teachers have more than five years experience in the classroom.

Goal: Parental Involvement

Goal Statement:

The faculty and staff at Hidden Oak Elementary School in conjunction with the PTA, SAC, and community will explore and develop creative ways to broaden home-school communication.

Needs Assessment

The 2007-2008 climate survey included a parent questionnaire. Within this survey the statement, “Most parents understand and support the school’s instructional program” was responded to with 73.72% agreeing with this statement, .2.05% disagreeing, and 9.22% were undecided. While these are positive results there is a need to increase the percentage of parents who feel they are understanding and supporting the school’s instructional program.

Objective

100% of parents will be involved in at least one form of two-way communication during the 2008-2009 school year, with emphasis on involving parents in the instructional program.

Strategies

- Update and maintain an effective website that fosters the two-way exchange of information pertinent to the educational process
- Provide written and oral communication that supplies stakeholders with information regarding school events, discipline, safety, and health.
 - Including but not limited to: Code of Student Conduct, monthly newsletters, PTA calendars, school site “Fone-Home” system that allows faculty to transmit information via telephone to a target audience, marquee, student planner notes, e-mail, school/teacher websites, and take home folders to transport information
- Schedule events and activities that encourage family participation at school.
 - Including but not limited to: volunteering opportunities, meet the teacher day prior to the beginning of the school year, an open house within the first month of school, a curriculum fair during the second semester of the school year, Kindergarten orientation in April prior to attending school in the Fall, grade level theatrical and musical performances, PTA sponsored family nights, school carnival, field trips, and parent teacher conferences
- Parents and teachers will meet at least once a year to develop Progress Monitoring Plans for students in grades K-2 who are not meeting state performance standards
- IEP teams will collaborate with parents to develop Individual Education Plans for students with disabilities. This is done yearly to develop goals for the student.
- Update parent contact information on a regular basis to ensure that school personnel can contact parents consistently
 - Action: An update of information form will be sent home at the end of the first semester to facilitate the process of ensuring that accurate contact information is housed within the school
- Weekly reporting of academic and behavior progress will be included in student’s agendas/take home folders
- Every 4-5 weeks by interim reports and every nine weeks by means of report cards parents are informed of their child’s academic progress. Students with disabilities will also have an IEP goal page sent out with report cards.

Evaluation

Data from the 2008-2009 climate survey and documentation including agendas, weekly folders, report cards, code of student conduct, conference forms, and sign-in sheets will be used to assess parental involvement.

Research-based Program

The Florida Department of Education website for Best Practices in Parental Involvement suggests activities to enhance parental involvement that were used to guide the development of this plan.

Budget for Parental Involvement

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Student Planners and wall charts	PTA	\$2600.00	
Technology				
Professional Development				
Other				