Hidden Oak Elementary School

leadership
analysis
Florida
college and career
students
mission
school improvement
family and community involvement
striving
achievement
ambitious
teaching
relationships
success
areas of focus
instruction
resources
strategic planning
collaboration
vision
learning
supportive environment
growth
needs assessment

2022-23 Schoolwide Improvement Plan

Table of Contents

Hidden Oak Elementary School

2100 FORT CLARKE BLVD, Gainesville, FL 32606

https://www.sbac.edu/hiddenoak

Demographics

Principal: Sharon Sailor

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A (68%) 2018-19: A (76%) 2017-18: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	36%

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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hidden Oak Elementary is committed to the success of every student.

Provide the school's vision statement.

The Hidden Oak 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 a confident, independent, life-long learner.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Sailor, Sharon	Principal	Supervise the operation and management of school activities and functions. Utilize performance data and feedback from students, teachers, parents and community members to make decisions related to improvement of instruction and student performance. Approve all school-sponsored activities and maintain a calendar of all school events. Develop and maintain positive school / community relationships. Interview and recommend personnel for employment, supervise assigned personnel, and conduct annual performance appraisals. Assign teachers according to identified needs. Manage the school's financial resources. Provide leadership in the school improvement process and the implementation of the school improvement plan.
Warring, Erica	Assistant Principal	Assist the principal in the administration and supervision of school operations. Develop the master schedule for all students and teachers. Assume administrative responsibility for the school in the absence of the principal. Assist in the development of school curriculum and implement county and state guidelines. Assist with interviews and the selection of personnel. Supervise assigned personnel and conduct annual performance appraisals. Monitor ESE program for compliance with state and federal guidelines. Assist with the administration of all testing programs. Organize safety drills and submit reports.
Wilkinson, Paula	Other	Assist in development and implementation of preventive discipline plan. Provide assistance to administration, teachers and staff for behavior management. Manage the discipline referral process. Advise students on appropriate school behavior and follow-up with teachers and parents on results. Supervise students before and after school, in the hallways and in the cafeteria. Participate in the implementation and/or design of a school-wide student behavior-management plan, through our school-wide PBIS program, including discipline. Conduct staff development activities related to student behavior-management.
Bowser, Katherine	School Counselor	Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. Use relevant student assessment data to make recommendations to parents and teachers. Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs. Review student records and indicators to evaluate student needs and plan programs. Provide crisis intervention services including follow-up services as appropriate. Establish working relationships with outside services and make appropriate referrals for psychological, social work, health and community services.
Butfiloski, Carmen	School Counselor	Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. Use relevant student assessment data to make recommendations to parents and teachers. Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs. Review student records and indicators to evaluate student needs and plan programs. Provide crisis intervention services including follow-up services as appropriate. Establish working relationships with

Name	Position Title	Job Duties and Responsibilities
		outside services and make appropriate referrals for psychological, social work, health and community services.

Demographic Information

Principal start date

Thursday 7/1/2021, Sharon Sailor

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

769

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	114	116	142	130	116	118	0	0	0	0	0	0	0	736
Attendance below 90 percent	4	22	16	11	10	9	0	0	0	0	0	0	0	72
One or more suspensions	0	2	1	0	1	3	0	0	0	0	0	0	0	7
Course failure in ELA	2	15	25	24	9	6	0	0	0	0	0	0	0	81
Course failure in Math	2	17	15	14	11	11	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	7	9	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	2	0	0	4	14	12	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	2	19	21	21	13	12	0	0	0	0	0	0	0	88

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	2	18	19	27	16	15	0	0	0	0	0	0	0	97

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	3	6	1	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/7/2022

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	
Number of students enrolled	111	139	128	125	110	132	0	0	0	0	0	0	0	745
Attendance below 90 percent	3	12	7	14	6	12	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	3	10	17	14	7	15	0	0	0	0	0	0	0	66
Course failure in Math	2	16	7	18	10	18	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	12	10	14	4	16	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	2	5	5	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	1	0	0	2	1	0	0	0	0	0	0	0	4

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	
Number of students enrolled	111	139	128	125	110	132	0	0	0	0	0	0	0	745
Attendance below 90 percent	3	12	7	14	6	12	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	3	10	17	14	7	15	0	0	0	0	0	0	0	66
Course failure in Math	2	16	7	18	10	18	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	12	10	14	4	16	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	2	5	5	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	1	0	0	2	1	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	53%	56%				74%	59%	57%
ELA Learning Gains	69%	56%	61%				75%	57%	58%
ELA Lowest 25th Percentile	48%	43%	52%				55%	49%	53%
Math Achievement	75%	55%	60%				81%	60%	63%
Math Learning Gains	77%	58%	64%				86%	61%	62%
Math Lowest 25th Percentile	63%	46%	55%				78%	49%	51%
Science Achievement	75%	48%	51%				84%	57%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	57%	8%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	78%	55%	23%	58%	20%
Cohort Comparison		-65%				
05	2022					
	2019	74%	55%	19%	56%	18%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	58%	10%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	85%	60%	25%	64%	21%
Cohort Comparison		-68%				
05	2022					
	2019	83%	57%	26%	60%	23%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	81%	55%	26%	53%	28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	28	24	36	62	50	46				
ELL	50	73		70	80						
ASN	85	97		82	94		88				
BLK	40	43	38	51	55	44	44				
HSP	71	65		74	69		75				
MUL	73	86		65	83						
WHT	80	71	57	84	81	79	86				
FRL	49	58	45	57	65	52	49				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	62		38	46		36				
ELL	67			67							
ASN	84	86		88	86		100				
BLK	30	39	27	41	28	23	33				
HSP	76	80		62	67		56				
MUL	64			68			70				
WHT	82	66		82	80		86				
FRL	44	58	38	42	38	18	55				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	45	43	56	89	93					
ELL	70			90							
ASN	88	89		98	93		100				
BLK	32	47	33	39	74	78	33				
HSP	73	63	40	89	84		87				
MUL	81	79		77	74		86				
WHT	85	83	79	90	91	83	94				
FRL	48	54	40	61	76	71	54				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	71

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Grade level data:
Overall achievement improved in all subjects and grade levels except 3rd grade ELA and 5th grade Math - both decreased by less than 10%.

Subgroup data:
ELA learning gains decreased from 62% to 28% and achievement from 38% to 26% from 2021 to 2022 for students with disabilities.
36% of students with disabilities achieved a level 3 or higher on the 2022 FSA Math assessment.
40% of Black / African American students achieved a level 3 or higher on the 2022 FSA ELA assessment.
Learning gains of Black / African American students in the lowest 25% increased in both ELA and Math.

Learning gains of students with disabilities in the the lowest quartile is below 30% in ELA.

Black / African American students contributed to the majority of the in-school, and out of school suspensions.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2022 state assessments, the data components that demonstrate the greatest need for improvement are ELA learning gains and achievement of students with disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Carryover from student absences due to Covid, the addition of a new ELA curriculum, and the introduction of a new ESE model were all factors that contributed to the need for improvement. Training in UFLI and Benchmark curriculum and additional support for teachers in the ESE support facilitation model.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We saw the most improvement in Math learning gains of students with disabilities.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Use of Reflex Math and IXL for Math skill practice were contributing factors to this improvement, as well as small group instruction and high-dose tutoring.

What strategies will need to be implemented in order to accelerate learning?

Tier 2 and Tier 3 intervention within classrooms through differentiated instruction by classroom teachers, push in pull out high-dose tutoring, ESE support facilitation and supplemental services.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Support and training in differentiated instruction, additional training in UFLI, and Illuminate training for interpretation of data and planning of intervention.
More frequent data chats and collaborative planning for teachers. Subs will be provided.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

After-school ELA tutoring, continued high-dose tutoring, addition of an ESE teacher to provide support facilitation services and supplemental instruction in ELA and Math. Differentiated instruction and T2 & T3 interventions.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 FSA data shows a decrease in learning gains of students with disabilities in ELA from 2021-2022. Achievement of students with disabilities decreased from 38% to 26%. To increase learning gains and student achievement in ELA, student progress will be monitored to allow for student growth and success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	35% of students with disabilities will show learning gains and will score level 3 or higher on the final 2022-23 FAST ELA progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Frequent review of FAST progress monitoring data, weekly assessments, progress monitoring for DIBELS, through. Quarterly data chats with individual teachers and grade level teams.
Person responsible for monitoring outcome:	Erica Warring (warrinet@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Standards-based instruction, implementation of district curriculum and interventions utilizing UFLI and SIPPS.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Student performance indicates that students lack foundational skills needed for mastery of grade-level content.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in need of intervention will be identified using multiple data points (FAST, DIBELS, ISIP, etc) and placed in the appropriate intervention group.
New ESE teachers will receive UFLI training.

Person Responsible	Erica Warring (warrinet@gm.sbac.edu)

Teachers will receive training in the new B.E.S.T. standards.
"Floating" substitutes will be provided for 30-minute quarterly data chats during the school day.

Person Responsible	Sharon Sailor (sailors@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 FSA data shows a decrease in Math achievement of students with disabilities from 2021-2022. To increase student achievement and meet student needs in Math, student progress will be monitored to allow for student growth and success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	40% of Students with Disabilities will achieve a passing score of level 3 or higher on the final 2022-23 FAST Math progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Review of data from FAST progress monitoring, weekly assessments and end of unit assessments, Reflex, IXL and ISIP. Quarterly data chats with individual teachers and grade level teams.
Person responsible for monitoring outcome:	Sharon Sailor (sailors@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Standards-based instruction, implementation of district curriculum and curriculum-based interventions. Addition of the support facilitation model and supplemental instruction in Math at all grade levels.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Math performance for students with disabilities indicates that students lack the foundational math skills needed for mastery of grade-level content.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in need of intervention will be identified using multiple data points (FAST, ISIP, etc) and will be placed in the appropriate intervention group.
Additional support facilitation and supplemental instruction for ESE students in Math

Person Responsible	Erica Warring (warrinet@gm.sbac.edu)

Teachers will receive training in the new B.E.S.T. standards.
"Floating" substitutes will be provided for 30-minute quarterly data chats during the school day.

Person Responsible	Sharon Sailor (sailors@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 FSA data shows an increase in learning gains of students with disabilities in ELA from 2021-2022. To continue to increase learning gains and student achievement in ELA, student progress will be monitored to allow for student growth and success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	45% of Black / African American students will show learning gains, or achieve a passing score of level 3 or higher on the final 2022-23 FAST ELA progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Frequent review of FAST progress monitoring data, weekly assessments, progress monitoring for DIBELS, through data chats with individual teachers and grade level teams. Substitutes will be provided for teachers to participate in 30-minute quarterly data chats during the school day.
Person responsible for monitoring outcome:	Erica Warring (warrinet@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Standards-based instruction, implementation of district curriculum and interventions utilizing UFLI and SIPPS.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Student performance data indicates that students lack foundational skills needed for mastery of grade-level content

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Students in need of intervention will be identified using multiple data points (FAST, DIBELS, ISIP, etc) and placed in the appropriate intervention group. High-dose tutors will receive UFLI and SIPPS training.	
Person Responsible	Erica Warring (warrinet@gm.sbac.edu)
Teachers will receive training in the new B.E.S.T. standards. "Floating" substitutes will be provided for 30-minute quarterly data chats during the school day.	
Person Responsible	Sharon Sailor (sailors@gm.sbac.edu)

#4. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Black / African American students are suspended at a higher rate and with greater frequency than their peers. When students are not in school they miss out on classroom instruction and fall farther behind.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease the number of suspensions for Black / African American students by 20%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through referrals, PBIS activity results and other discipline data.
Person responsible for monitoring outcome:	Paula Wilkinson (wilkinsonps@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Continued implementation of PBIS strategies, inclusion of calm down corners in classrooms, Tier 3 behavior plans with high needs students, and culturally responsive teaching strategies.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Building a positive school culture, teaching and recognizing positive behaviors, culturally responsive teaching strategies and behavior management will provide alternatives to suspension.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

Continue to implement all components of PBIS including positive referrals and monthly character traits that are emphasized on a weekly basis with all students. Addition of Kindness Cafe to encourage positive behaviors.

Person Responsible	Paula Wilkinson (wilkinsonps@gm.sbac.edu)

Continue to integrate behavior and social learning, and programs such as Zones of Regulation designed to help students develop social and emotional competencies into daily practice.

Person Responsible	Carmen Butfiloski (butfiloskich@gm.sbac.edu)

Continue to implement all components of PBIS including positive referrals and monthly character traits that are emphasized on a weekly basis with all students. Addition of Kindness Cafe to encourage positive behaviors.

Person Responsible	Paula Wilkinson (wilkinsonps@gm.sbac.edu)

Continue to integrate behavior and social learning, and programs such as Zones of Regulation designed to help students develop social and emotional competencies into daily practice.

Person Responsible	Carmen Butfiloski (butfiloskich@gm.sbac.edu)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Hidden Oak is a PBIS (Positive Behavioral Interventions and Supports) school where teachers and staff reward positive student behaviors. Each grade level recognizes a student of the week, or student of the month.
Hidden Oak has a very active PTA and School Advisory Council (SAC). The PTA's Diversity, Equity and Inclusion Committee works to foster an understanding of diversity, equity and inclusion within the school community.

Identify the stakeholders and their role in promoting a positive school culture and environment.

To promote positive behavior, students receive "Hoot Loot" from teachers and other staff. Hoot Loot can be used to purchase items from the Hoot Loot cart. Students receive positive referrals from teachers, staff, or other students, and are recognized on the morning news (Good Morning Hidden Oak). Positive referrals are

posted on a bulletin board near the BRT's office.

Monthly character traits promote positive behaviors school-wide, and help reinforce a positive environment. One student per grade level is recognized as the "Wise Owl" with a certificate and an appearance on the morning news. Students are invited to eat lunch with the BRT in the Kindness Cafe.

PTA supports PBIS by helping to provide items for the Hoot Loot store. PTA plans at least one free community event for students and families, and one teacher and staff recognition event per semester.