

---

**Title I Comprehensive Schoolwide Plan  
HIDDEN OAKS K-8 (0011)**

---

# ELA

## 1. List prioritized needs statements.

1. STAR Literacy Assessment PM2 indicated 50% of kindergarten students are not on track to meet end of year grade level expectations for phonics and phonemic awareness. 2. STAR Literacy Assessment PM2 data indicated that 80% of students have not met proficiency. Reading Across Genres is the lowest performing subcategory at 72% not meeting expectations. 3. FAST PM2 data indicated 45% of 3rd -8th grade reading students have not met proficiency. Reading Across Genres with vocabulary is the lowest performing subcategory at 75% not meeting expectations. 4. FAST PM2 Grades 3-8: Students with Disabilities 75% have not met proficiency. 5. FAST PM2 data indicated 64% of students have not met proficiency.

## 2. List the root causes for the needs assessment statements you prioritized.

1. Lack of intervention support for reading instruction. 2. Lack of foundational skills in reading. 3. Lack of PLC facilitator to support planning and collaboration across grade levels. 4. Lack of resources to support home-school connection in literacy, parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Lack of intervention resources to support whole and small group instruction. 6. Lack of writing resources for grades 1-8. 7. Lack of personnel to provide additional student interventions and enrichment. 8. Lack of materials/resources to support student learning (standards-based workbooks, phonics resources, online subscriptions, technology, access to digital and print writing resources, writing professional development. 9. Lack of parent capacity and knowledge of how to support learning at home

## 3. Share possible solutions that address the root causes.

1. Provide intervention support for reading instruction via instructional support personnel (academic interventionist). 2. Provide professional development to support effective instructional strategies for reading. 3. Provide PLC facilitator to support planning and collaboration across grade levels. 4. Provide resources to support home-school connection in literacy, parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Provide intervention resources to support whole and small group instruction and tutorial. 6. Provide writing resources for grades 1-8 (ex. Top Score digital and print resources). 7. Implement online instructional resources to support individual student needs and practice. 8. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer) for ELA to support students with mastering grade level standards. 9. Provide parent training sessions to reinforce key reading concepts and equip parents with strategies to support their child's reading development at home.

## 4. How will school strengthen the PFEP to support ELA?

- **Communication**

1. Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts via parent link. SAC meetings will provide parents/families with the opportunity to access information about school programs, Title 1 programs, school and community activities, and parent/family trainings. 2. Provide a parent newsletter that will include, but is not limited to, happenings around campus, upcoming events, school and community activities, parent/family trainings, and parent resources. 3. Provide flexible times for parent trainings/meetings to support school-home partnership

- **Parent Training**

Provide parent training on how to access their child's state, district, and local assessment results. Parent training will also include how to analyze the reports: student strengths and areas in need of improvement. \* Literacy training that are grade level specific (foundational skills) - understanding grade level progression and activities to support learning at home

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Utilize communication resources to announce events and opportunities to volunteer and participate in school activities and committees (e.g., School Advisory Council, School-Based Team). Share kindergarten kickoff with the community and surrounding daycare facilities. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Summer – July 2025 and June 2025) Provide parent training to help teachers effectively engage and support parents in reinforcing ELA foundational skills at home, including phonics, decoding, vocabulary, and comprehension.

- **Students**

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, the School advisory council, the Parent-Teacher-Student Association, and after school clubs. Encourage underperforming students to attend tutorials. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. \* Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- **Parents**

Increase parent involvement by inviting parents to attend trainings, join PTSA, volunteer at school events, volunteer at school and to attend monthly School Advisory Council meetings. Parents/families will ensure that students attend school every day on time and ready to learn. \*Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

1. Provide staff training on how to analyze state, district, and school reports. 2. Provide staff training to help teachers effectively engage and support parents in reinforcing ELA foundational skills at home, including, but not limited to phonics, decoding, vocabulary, and comprehension.

- **Accessibility**

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

## **Math**

- 1. List prioritized needs statements.

1. STAR Math Assessment K-2 PM2 indicated 68% of students are not on track to meet end of year grade level expectations. 2. STAR Math Assessment PM2 data indicated that algebraic thinking is the lowest performing subcategory at 95% not meeting expectations. 3. FAST PM2 data indicated 54% of 3rd -8th grade math students have not met proficiency. Number Sense Operations with Fractions is the lowest performing subcategory at 91% not meeting expectations. 3. FAST PM2 Grades 3-8: Students with Disabilities 72% have not met proficiency. 4. Grade 4 FAST PM2 data is the lowest performing grade at 86% of students not meeting expectations.

## 2. List the root causes for the needs assessment statements you prioritized.

1. Lack of intervention support for math instruction. 2. Lack of basic foundational skills in mathematics: subtraction, multiplication, addition, division 3. Lack of PLC facilitator to support planning and collaboration across grade levels. 4. Lack of resources to support home-school connection in mathematics, parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Lack of intervention resources to support whole and small group instruction. 6. Lack of personnel to provide additional student interventions and enrichment. 7. Lack of materials/resources to support student learning (standards-based workbooks, online subscriptions, technology, access to digital and print math resources, math manipulatives, and professional development. 8. Limited parent knowledge and capacity to support learning at home.

## 3. Share possible solutions that address the root causes.

1. Provide intervention support for mathematics instruction via instructional support personnel (academic interventionist). 2. Provide professional development to support effective instructional strategies for mathematics. 3. Provide PLC facilitator to support planning and collaboration across grade levels. 4. Provide resources to support home-school connection in mathematics, parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Provide intervention resources to support whole and small group instruction and tutorial. 6. Provide digital and print resources for grades K-8 (ex. Reflex/Frax Math, IXL) 7. Implement online instructional resources to support individual student needs and practice. 8. Provide extended learning opportunities through tutorial.

## 4. How will school strengthen the PFEP to support Math?

### • Communication

1. Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts via parent link. SAC meetings will provide parents/families with the opportunity to access information about school programs, Title 1 programs, school and community activities, and parent/family trainings. 2. Provide a parent newsletter that will include, but is not limited to, happenings around campus, upcoming events, school and community activities, parent/family trainings, and parent resources. 3. Provide flexible times for parent trainings/meetings to support school-home partnership

### • Parent Training

Provide parent training on how to access their child's state, district, and local assessment results. Parent training will also include how to analyze the reports: student strengths and areas in need of improvement. \* Math Night/Trainings to provide strategies to improve student fluency and foundational skills basic facts for addition, subtraction, multiplication, and division) at home.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

### • School

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Share kindergarten kickoff with community and surrounding day care facilities. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide parent conferences to engage families in academics and provide resources to support their child. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026 for mathematics).

### • Students

Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily. Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home).

### • Parents

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. \* Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home). Parents/families will review and sign documents sent home such as agendas and homework.

### • Staff Training

Provide staff training on how to analyze state, district, and school reports. Provide staff training on math instructional strategies. \* Teachers will be trained to support parents through Parent trainings and conferences providing resources on literacy foundational skills (fluency, addition, subtraction, multiplication, and division facts)

- Accessibility

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

## Science

### 1. List prioritized needs statements.

1. District 5th grade diagnostic data indicated that 55% of the students are not meeting grade level expectations. 2. District 8th grade diagnostic data indicated that 78% of the students are not meeting grade level expectations.

### 2. List the root causes for the needs assessment statements you prioritized.

1. Lack of intervention support for science instruction. 2. Lack of basic foundational skills in science 3. Lack of PLC facilitator to support planning and collaboration across grade levels. 4. Lack of resources to support home-school connection in science, parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Lack of intervention resources to support whole and small group instruction. 6. Lack of personnel to provide additional student interventions and enrichment. 7. Lack of materials/resources to support student learning (standards-based workbooks, online subscriptions, technology, access to digital and print science resources, hands-on materials, and professional development.

### 3. Share possible solutions that address the root causes.

1. Provide intervention support for science instruction via instructional support personnel (academic interventionist). 2. Provide professional development to support effective instructional strategies for science. 3. Provide PLC facilitator to support planning and collaboration across grade levels. 4. Provide resources to support home-school connection in science , parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Provide intervention resources to support whole and small group instruction and tutorial. 6. Provide digital and print resources for grades K-8 (ex. JJ Boot Camp) 7. Implement online instructional resources to support individual student needs and practice.

### 4. How will school strengthen the PFEP to support Science?

- **Communication**

1. Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts via parent link. SAC meetings will provide parents/families with the opportunity to access information about school programs, Title 1 programs, school and community activities, and parent/family trainings. 2. Provide a parent newsletter that will include, but is not limited to, happenings around campus, upcoming events, school and community activities, parent/family trainings, and parent resources. 3. Provide flexible times for parent trainings/meetings to support school-home partnership

- **Parent Training**

Provide parent training on how to access their child's state, district, and local assessment results. Parent training will also include how to analyze the reports: student strengths and areas in need of improvement.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Share kindergarten kickoff with community and surrounding day care facilities. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide parent conferences to engage families in academics and provide resources to support their child. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026. \*Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parents training and materials).

- **Students**

Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. \*Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home). Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily.

- **Parents**

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. \*Focus on science vocabulary and scientific process in grades 3-5 to increase student proficiency (strategies to implement at home). Parents/families will review and sign documents sent home such as agendas and homework.

- **Staff Training**

Provide staff training on how to analyze state, district, and school reports. Provide staff training on providing effective instructional strategies. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) • Discuss Science Fair projects that are grade level appropriate • Ensure that teachers know how to conduct experiments based on the scientific method

- **Accessibility**

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

## **Social Studies**

1. List prioritized needs statements.

District Civics diagnostic data indicated that 82% of the students are not meeting grade level expectations.

## 2. List the root causes for the needs assessment statements you prioritized.

1. Lack of intervention support for social studies instruction. 2. Lack of content based resources in social studies 3. Lack of PLC facilitator to support planning and collaboration across grade levels. 4. Lack of resources to support home-school connection in social studies, parent access to SIS gateway, and parent portal to the Florida Reporting system. 5. Lack of intervention resources to support whole and small group instruction. 6. Lack of personnel to provide additional student interventions and enrichment. 7. Lack of materials/resources to support student learning (standards-based workbooks, online subscriptions, technology, access to digital and print social studies resources, and professional development. 8. Lack of students comprehension and vocabulary and basic background knowledge

## 3. Share possible solutions that address the root causes.

1. Provide intervention support for social studies instruction via instructional support personnel (academic interventionist). 2. Provide professional development to support content literacy strategies for social studies. 3. Provide PLC facilitator to support planning and collaboration across grade levels. 4. Provide resources to support home-school connection in social studies, parent access to SIS gateway. 5. Provide intervention resources to support whole and small group instruction and tutorial. 6. Provide digital and print resources for grades K-8 (ex. project based learning resources) 7. Implement online instructional resources to support individual student needs and practice.

## 4. How will school strengthen the PFEP to support Social Studies?

### • Communication

1. Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts via parent link. SAC meetings will provide parents/families with the opportunity to access information about school programs, Title 1 programs, school and community activities, and parent/family trainings. 2. Provide a parent newsletter that will include, but is not limited to, happenings around campus, upcoming events, school and community activities, parent/family trainings, and parent resources. 3. Provide flexible times for parent trainings/meetings to support school-home partnership

### • Parent Training

Provide parent training on how to access their child's state, district, and local assessment results. Parent training will also include how to analyze the reports: student strengths and areas in need of improvement. \*Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies)

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

### • School

Utilize communication resources to announce events, and opportunities to volunteer and participate in school activities and committees (ex. School Advisory Council, School Based Team). Share kindergarten kickoff with community and surrounding day care facilities. Provide parent trainings to empower parents to become actively engaged in their child's education, leading to improved academic outcomes and a stronger partnership between school, family and community. Provide parent conferences to engage families in academics and provide resources to support their child. Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026).

### • Students

Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures. Students will bring the signed student agenda/planner to school daily.

### • Parents

Increase parent involvement by inviting parents to attend trainings, PTSA, the School Advisory Council, and opportunities to volunteer at school. Parents/families will ensure that students attend school every day, on time, and ready to learn. Parents/families will support their child's learning at home by practicing skills, assisting with homework, and/or providing opportunities for their child to have a quiet space to complete their homework each night. Parents/families will review and sign documents sent home such as agendas and homework.

### • Staff Training

Provide staff training on how to analyze state, district, and school reports. Provide staff training on content literacy strategies. \* Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) \* PD on Civil Discourse to facilitate healthy discussion on relevant content.

- Accessibility

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

## Acceleration Success

### 1. List prioritized needs statements.

100% of our middle school students are enrolled in at least one advanced course. Zero percent of students enrolled in grade 4 Accelerated Math Program (AMP) made learning gains for FY25 PM2. 88% of 3rd grade students are following the AMP curriculum. 40% of 4th grade students are following the AMP curriculum. 21% of 5th grade students are following the AMP curriculum.

### 2. List the root causes for the needs assessment statements you prioritized.

Students lacking foundational math skills in grade 3. Lack of resources to support learning in the classroom. Lack of parent knowledge of how to support students' learning at home. Lack of time and personnel to provide additional student learning interventions and enrichment. Lack of materials/resources to support student learning (student standards-based workbooks, online subscriptions, technology, digital access to math resources and tutorial support, professional development, etc.) Lack of comprehension, vocabulary, and basic math skills

### 3. Share possible solutions that address the root causes.

Provide all grade 3 students opportunity to be exposed in AMP. Provide professional development on progress monitoring with acceleration & enrichment. Provide extended learning opportunities via tutorial programs during pre/post school, extra periods, or other opportunities during the academic day. Provide parent trainings to support student learning at home. Provide additional support for struggling students in grades K-8 (temp tutors, resource teachers, paras, teachers) Provide extended learning opportunities through tutorial programs (morning, afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2024 and June 2025) or extra period supplements to support acceleration in grades K-8. Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents.

### 4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

1. Parents and families will be invited to attend SAC meetings through newsletters, call outs, emails and texts via parent link. SAC meetings will provide parents/families with the opportunity to access information about school programs, Title 1 programs, school and community activities, and parent/family trainings. 2. Provide a parent newsletter that will include, but is not limited to, happenings around campus, upcoming events, school and community activities, parent/family trainings, and parent resources. 3. Provide flexible times for parent trainings/meetings to support school-home partnership

- **Parent Training**

Provide parent training on how to access their child's state, district, and local assessment results. Parent training will also include how to analyze the reports: student strengths and areas in need of improvement. Parent Trainings to support Acceleration at home through use of Curriculum Guide to provide parents with a better understanding of accelerated courses offered at Hidden Oaks.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

During PLCs, student data will be analyzed. Share information with parents of programs students can access at home to support learning. The school can possibly create opportunities for parents to view the portal on the days they pick up student schedules, so they are aware of what to look for when their student is working....

- **Students**

Engage intermediate students in student data chats. Provide students with opportunities to be involved in student government, the school advisory council, the Parent-Teacher-Student Association, and after-school clubs (such as the Book Club and Environmental Club). Encourage underperforming students to attend tutorials. Work with parent/family to improve academic success by practicing at home what is being taught in school at home and completing homework. Students will bring home all communication from school and share with family (flyers, newsletters, parent notices, letters, etc.) Students will come to school every day, on time, ready to learn, and will follow all school rules and procedures.

- **Parents**

Parents will monitor student progress and request a parent conference when needed.

- Staff Training

Provide staff training on how to analyze state, district, and school reports. Provide staff training on effective instructional strategies. Staff Trainings to assist teachers in understanding how to better engage families when selecting advanced courses. As well as assisting them in understanding their overall importance.

- Accessibility

Provide flexible scheduling of parent events. Ensure physical accessibility for families with disabilities, experiencing homelessness, migrant work, and/or limited English proficiency.

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

**Budget Total: \$141,321.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Magnetic Reading [iReady Magnetic Books to support delivery of instruction and student learning.	380	\$15.00	Instructional Materials	Original	\$5,700.00
	** JJ Boot Camp materials to support student learning	1	\$4,100.00	Instructional Materials	Original	\$4,100.00
	SUPPLIES - General supplies to support delivery of instruction and student learning such as markers,	1	\$1,500.00	General Supplies	Original	\$1,500.00

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	pens, pencils, student white boards, erasers, post-it notes, crayons, glue, etc.					
	Science consumable for experiments (manipulatives)	1	\$1,250.00	Manipulatives	Original	\$1,250.00
	Math manipulatives	1	\$1,250.00	Manipulatives	Original	\$1,250.00
	Paper: copy paper (white/color), chart paper, cardstock, to support delivery of instruction, student learning and achievement.	1	\$1,793.50	General Supplies	Original	\$1,793.50
	Adjustment - benefits credit and final allocation	1	\$4,045.00	General Supplies	Other	\$4,045.00
	BT 518168 REDUCED adjustment line * Read notes for inforamtion	1	-\$1,683.00	General Supplies	Budget Transfer	-\$1,683.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Top Score Digital License 6-8, help students learn more effectively, Writing/ELA	1	\$1,650.00	Original	\$1,650.00	
	IXL [IXL will be used for math and science intervention and remediation resources for grade levels (5-8) from July to June]	1	\$2,700.00	Original	\$2,700.00	
	iReady Toolbox for all grades K-8 in ELA/Reading	1	\$3,500.00	Original	\$3,500.00	
	Top Score Digital License 2-5, help students learn and practice writing more effectively,	1	\$3,900.00	Original	\$3,900.00	
	Reflex/Frax Site License for grades K-8 extra practice MATH (remediation and enrichment)	1	\$4,795.00	Original	\$4,795.00	

Acct Description	Description																		
Extra Periods	(2 Extra Periods) Middle School Teachers ( Maria Castro / Alicia Harp) grades 6-8 will be given an extra period supplement that will be built into the Master Board. Both will be in the area of Reading. This will allow for smaller class size. They will provide intensive instruction and remediation.																		
Resource Teacher	Responsibilities include classroom support, all core content, all grades K-8, will provide small group instruction supporting students performing below grade level.																		
Tutorial	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Certified teachers will provide support for students in grades K-8 during after school tutorial program: ELA, Math, Science], tentative start date, October 2025</td> <td>20</td> <td>\$37.00</td> <td>2</td> <td>1.25</td> <td>20</td> <td>Certified</td> <td>Original</td> <td>\$37,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide support for students in grades K-8 during after school tutorial program: ELA, Math, Science], tentative start date, October 2025	20	\$37.00	2	1.25	20	Certified	Original	\$37,000.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Certified teachers will provide support for students in grades K-8 during after school tutorial program: ELA, Math, Science], tentative start date, October 2025	20	\$37.00	2	1.25	20	Certified	Original	\$37,000.00											

## Action Step: Professional Learning

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

**Budget Total: \$138,873.00**

Acct Description	Description																		
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Lead PLC Teachers in grades K-8 will work together creating instructional focus calendars, syllabi, and lesson plans to</td> <td>25</td> <td>\$25.00</td> <td>1</td> <td>5</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$3,125.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Lead PLC Teachers in grades K-8 will work together creating instructional focus calendars, syllabi, and lesson plans to	25	\$25.00	1	5	1	Certified	Original	\$3,125.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Lead PLC Teachers in grades K-8 will work together creating instructional focus calendars, syllabi, and lesson plans to	25	\$25.00	1	5	1	Certified	Original	\$3,125.00											

Acct Description	Description																																				
	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>support instruction based on data and discussion during PLC outside contract hours. / Tentatively start date September 2025)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	support instruction based on data and discussion during PLC outside contract hours. / Tentatively start date September 2025)																										
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																													
support instruction based on data and discussion during PLC outside contract hours. / Tentatively start date September 2025)																																					
Tch Res Staff Development	PL Resource Teacher will provide schoolwide support to all content area teachers (all grades) to improve instructional practices and staff professional learning in grades K-8.																																				
Consultants	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Top Score Consultant Contract - To provide professional learning in writing for teachers in grades 2-8. Training will focus on strategies teachers can use to prepare their students for successful writing. Tentative date is August 2025.</td> <td>1</td> <td>\$1,500.00</td> <td>Original</td> <td>\$1,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Top Score Consultant Contract - To provide professional learning in writing for teachers in grades 2-8. Training will focus on strategies teachers can use to prepare their students for successful writing. Tentative date is August 2025.	1	\$1,500.00	Original	\$1,500.00																										
Item	Quantity	Rate	Type	Total																																	
Top Score Consultant Contract - To provide professional learning in writing for teachers in grades 2-8. Training will focus on strategies teachers can use to prepare their students for successful writing. Tentative date is August 2025.	1	\$1,500.00	Original	\$1,500.00																																	
Out-of-system PL Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Substitutes for teachers to attend District professional learning, grades K-6, ELA and Math</td> <td>6</td> <td>\$18.00</td> <td>1</td> <td>6.5</td> <td>4</td> <td>Non-Certified</td> <td>Original</td> <td>\$2,730.00</td> </tr> <tr> <td>Substitute for science teacher, 5th grade, to attend PD.</td> <td>1</td> <td>\$18.00</td> <td>1</td> <td>3.75</td> <td>4</td> <td>Non-Certified</td> <td>Original</td> <td>\$263.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Substitutes for teachers to attend District professional learning, grades K-6, ELA and Math	6	\$18.00	1	6.5	4	Non-Certified	Original	\$2,730.00	Substitute for science teacher, 5th grade, to attend PD.	1	\$18.00	1	3.75	4	Non-Certified	Original	\$263.00									
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																													
Substitutes for teachers to attend District professional learning, grades K-6, ELA and Math	6	\$18.00	1	6.5	4	Non-Certified	Original	\$2,730.00																													
Substitute for science teacher, 5th grade, to attend PD.	1	\$18.00	1	3.75	4	Non-Certified	Original	\$263.00																													
Extra Duty Days	Five (1/2) Extra Duty Days- Teacher will prepare for Learning Team Meetings and data disaggregation, Emily Brockhoff - ID# 1101673.																																				
LTF	Support teaching and learning through learning team meetings, planning and implementing PLCs, and supporting teachers with data analysis and instructional planning (grades K-8).																																				

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$52,558.00**

Acct Description	Description																		
Community Resource Person	Assists school principals with the identification, recruiting, and enrolling of eligible children for program services; Assists target families in obtaining health and social services which will help support children; Assis program personnel in the planning and implementation of parent involvement activities; Interprets and applies federal laws and guidelines for program participation, including adherence to specified grant guidelines; Obt parental approval for a child's participation in or eligibility for parental involvement activities; Makes home visi when necessary to collect or deliver information.																		
Out-of-system Subs for Parent Conferences	<table border="1"> <thead> <tr> <th data-bbox="430 886 1024 963">Item</th> <th data-bbox="1024 886 1171 963">Quantity</th> <th data-bbox="1171 886 1287 963">Rate</th> <th data-bbox="1287 886 1386 963">Days</th> <th data-bbox="1386 886 1501 963">Hours</th> <th data-bbox="1501 886 1619 963">Weeks</th> <th data-bbox="1619 886 1774 963">Certified</th> <th data-bbox="1774 886 1906 963">Type</th> <th data-bbox="1906 886 2026 963">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Parent Conference Week - Teachers will conduct parent conferences during the day to share student process and share materials/resources they can use to support learning at home (K-5) / Substitutes will be needed for this activity./ Tentative dates is Fall 2025	30	\$18.00	1	6.5	1	Non-Certified	Original	\$3,413.00										
Parent Conference Week - Teachers will conduct parent conferences during the day to share student process and share materials/resources they can use to support learning at home (K-5) /	30	\$18.00	1	6.5	1	Non-Certified	Original	\$3,413.00											

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Substitutes will be needed for this activity./ Tentative dates Spring 2026									
	Parent Conference Week - Teachers will conduct parent conferences during the day to share student process and share materials/resources they can use to support learning at home (6-8) / Substitutes will be needed for this activity./ Tentative dates Winter 2025	9	\$18.00	1	6.5	1	Non-Certified	Original	\$1,024.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>		<b>Total</b>		
	Agendas for parent communication	1	\$1,683.00	Program Supplies		Budget Transfer		\$1,683.00		

## Mission Statement

### 1. Mission Statement

As a community school, we prioritize the involvement and engagement of our families through every mode possible. Not only do we aim to create a culture and environment where everyone feels welcome, our mission is to establish that this is our school, and your input, involvement, feedback and support serve as the backbone to Hidden Oaks K-8 School.

## Involvement of Stakeholders

Name	Title
Shari Bremekamp	Principal
Bryan White	Assistant Principal
Kristina Jackson	TOSA
Thitaya Pimpipat	Kindergarten Team Leader
Kelley Marcellas	Parent
Emily Brockhoff	Resource Teacher/SAC Chair/LTF

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

Our SAC members and teacher leaders were included to participate in the CNA process. When we establish the SAC each year we make sure that the percentage of diverse members matches that of our student body. We invite parents, staff, community members, and business partners when we gather to collect feedback and ensure that all stakeholders are represented. We advertise and reach out to previously involved parents. When necessary, we provide personal invitations to those who can benefit our team. Stakeholders are selected from the group that volunteers to commit to attend regularly that also represents the population the schools.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

At Hidden Oaks K-8, we hold monthly meetings that elicit feedback and input from all stakeholders that we use to develop our Comprehensive Needs Assessment (CNA), our Schoolwide Plan (SWP) and our Parent & Family Engagement Plan (PFEP). First, we develop the foundations of these items with our Core Team, then the results are discussed with our entire faculty and staff, and then we present our work to our stakeholders. At all meetings, stakeholders are given opportunities to make suggestions and to add to our work before finalizing these items. Once complete, these items will be posted to our school's website and also shared in our Parent's bi-weekly S'more Newsletter.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the February 2025 faculty meeting, teachers were asked to collaborate with their teams and brainstorm using the outcomes of PM 2 data and then list ideas for how funding could be used to support our Parent & Family engagement goals. During the SAC meeting in March 2025, these same questions were posed to our parents and community members. In both meetings, stakeholders used the CNA Recording template to record their ideas and suggestions on how to improve our support to parents and families so they can better support their student at home. In response, the Core CNA team reviewed input from all stakeholders to determine how Title I funds would be spent. Parents and families will be communicated with regularly through our S'mores parent letter which will include dates and times of meetings and updates on student progress. We will also continue to provide substitutes for teachers in order to hold parent conference days to keep communication with parents and families open and current. Title I funds for parent engagement will be used for online subscription for communication (S'mores), subs for conferences, staff to provide childcare during parent trainings, and supplies.

Name	Title
Jenalee Hess	Principal
Bryan White	Assistant Principal/Title I Contact
Courtney Hinton	Administrative Assistant
Kristina Jackson	TOSA
Emily Brockhoff	Staff Developer/SAC Chair

## Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Annual meeting will take place in October, 2025 @ Hidden Oaks K-8 Media Center @ 8:00 am.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School website, newsletter and call-out.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Agenda, sign-in sheet, powerpoint presentation.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Data Chats

• What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to share student assessment data and interpret reports with parents. This knowledge will help parents have a better understanding on their child's academic progress.

• What is the expected impact of this training on family engagement?

Families will learn how to interpret test results, such as iReady Diagnostics, FAST/STAR Data, and/or USA data.

• What will teachers submit as evidence of implementation?

Samples of student data chats, conference notes with parents, and assessment data that is shared with families.

- Month of Training

September

- Responsible Person(s)

Emily Brockhoff

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

SIS Gateway Training

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how parents can monitor student progress using our Student Information System (SIS) and how to interpret that data to know if the student is below grade level or on grade level. Parents can also monitor absences and tardies.

- What is the expected impact of this training on family engagement?

Parents will be able to regularly monitor student progression on grade level standards using SIS.

- What will teachers submit as evidence of implementation?

Parent conference logs, student data tracking sheets, parent conferences discussing SIS reports/data/attendance

- Month of Training

January 2026

- Responsible Person(s)

classroom teachers

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

UFLI - University of FLorida Lastinger Institute Phonics Initiative

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about the importance of developing a strong foundation in reading through the practice of phonics in the early grade levels. Parents will receive hands-on materials to connect the learning from school to home.

- Describe the interactive hands-on component of the training.

The hands-on component will include a walkthrough of a UFLI phonics lesson and how to use the resources to support their child at home. Parents will have the opportunity to practice the lesson/skill and a Q/A session.

- What is the expected impact of this training on student achievement?

Students will have continued practice at home to reinforce skills taught in the classroom.

- Date of Training

October 2025

- **Responsible Person(s)**

Emily Brockhoff

- **Resources and Materials**

UFLI resources such as magnetic letters and paper copies of sample lessons.

- **Amount (e.g. \$10.00)**

0.00

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

Community Resource Fair to Support Families

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn about the community and district resources that support mental health, academics, and community outreach. Parents and families will learn how to access these agencies and navigate their website to find the resources to support them.

- **Describe the interactive hands-on component of the training.**

Parents will engage in interactive hands-on stations related to each resource provided by the community organizations. Families will have the opportunity to interact with various agencies, learn about their resources and how they serve the community.

- **What is the expected impact of this training on student achievement?**

Parents will have the access to support their families with various needs including district and community resources. Having access to the resources will help families support their children and home.

- **Date of Training**

December 2025

- **Responsible Person(s)**

Christina Hoth, Bryan White

- **Resources and Materials**

Materials and resources will be provided by the community resource agencies as well as access to district resources.

- **Amount (e.g. \$10.00)**

0.00

### 5. Parent and Family Capacity Building Training #3

- **Name of Training**

Understanding STAR and FAST. What Parents Need to Know

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Sample STAR and FAST reports will be shared with families. Families will be provided with various resources that can be utilized to support their child at home. Parents will be shown how to access TIDE where additional resources are available to address various deficiencies.

- **Describe the interactive hands-on component of the training.**

Parents/families will interact with the STAR/FAST reports. They will utilize the computer lab to access the reports and the parent portal in TIDE.

- What is the expected impact of this training on student achievement?

Parents/families will have a better understanding of their child's progress on state assessments. The Parent Portal will provide resources, such as sample practice tests and grade level expectations.

- Date of Training

March 2026

- Responsible Person(s)

Emily Brockhoff, Kristina Jackson

- Resources and Materials

Computer lab, handouts

- Amount (e.g. \$10.00)

0.00

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

ESOL/ELL

- Describe how agency/organization supports families.

Provides resources to families who include English language learners in getting acclimated to the culture and schooling within Palm Beach County. Teachers and Community Language Facilitators provide services to students in language acquisition and acclimation to the classroom environment as well as help to facilitate communication between students, teachers, staff and families. Agencies will be able to provide support and resources to families in need of these services

- Based on the description list the documentation you will provide to showcase this partnership.

Meeting notes, translated documents, and advertisement of events including the option for translation, emails, and letters sent home (when applicable).

- Frequency

Daily in school, and as needed, at least weekly with parents and at all events.

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Safe Schools - McKinney Vento

- Describe how agency/organization supports families.

This department can support our families who are struggling with housing. The McKinney Vento program provides resources, information, transportation, and others to help the family. School staff connects families with McKinney Vento for support as needed.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails, brochures, conference notes and other support provided to families.

- Frequency

PD will happen during faculty meetings monthly, in some instances, as well as professional learning days.

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

IDEA

- Describe how agency/organization supports families.

This organization supports our faculty and families by providing the backbone to legally sound, and proper implementation of IEPs, 504 plans, and parent communication around these individual plans. They also provide information and resources for families.

- Based on the description list the documentation you will provide to showcase this partnership.

IEP conference notes, parent conference notes, professional learning provided to ESE and classroom teachers on reading, understanding and implementing IEPs and resources to support families.

- Frequency

IEP and 504 meetings occur throughout the year. Parent conferences occur throughout the year, such as mid-marking periods, end of quarter, trimester and semester. Professional learning will be provided as needed to all teachers assigned to students with IEPs and 504 plans.

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parents, families and community supporters will be invited to attend SAC mtgs through flyers, newsletters, call outs, emails and texts through parent link, all of which will be translated into all languages. At the Title I Annual meeting and SAC meetings, parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, mentor programs, and parent/family trainings, school-parent compact. PFEP summary, Parent's Right-to-Know out of field letters.

- **List evidence that you will upload based on your description.**

Advertisement in various languages (flyers), Parentlink communication, and S'More newsletters [school-parent compact and/or PFEP summary]

- **Description**

Parent Trainings listed above will include information about the curriculum, proficiency, standards, assessments, progress, and expectations of all students. At parent conferences, teachers will review current proficiency levels. During our Curriculum Night, parents will learn about the grade level expectations/curriculum for each core content area.

- **List evidence that you will upload based on your description.**

Parent Conference Notes with examples of student data, Powerpoint Presentations used during Curriculum Night and/or SAC meetings (when applicable), and Newsletters.

- Description

Parents will be informed of results of academic assessments through report cards, parent conferences, and by accessing results in the Student Information System (SIS).

- List evidence that you will upload based on your description.

Report cards, conference notes, assessment results

- Description

Parents will be invited to attend parent conferences and IEP/504 meetings that will allow them to participate in the decision-making related to their child's education, Title I Annual Meeting and SAC.

- List evidence that you will upload based on your description.

Invitation to SAC meetings, Parent Conference schedules, Annual Meeting agenda and sign-in sheet, IEP meeting

- Description

Parent Conferences and IEP/504 meetings will be made based on the best time for parents to attend, including virtual meetings when appropriate.

- List evidence that you will upload based on your description.

Conference and meeting notes at a time that is convenient to families, IEP/LEP invitations, parent conference log

## **Accessibility**

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

### 3. Families engaged in migratory work

### 4. Families experiencing homelessness

- Description

All advertisements will be translated. We will utilize RSVPs for all events and mtgs, and include what language the parents speak so we can prepare to have language facilitators. We have headphone translation sets for their use. Parent trainings, SAC meetings and conferences will all be included in these strategies for working with families with limited English proficiency.

- List evidence that you will upload based on your description.

Advertisements, agendas, FY25 Compact, PFEP Summary

- Description

When possible, we will offer a virtual option to meetings and events in order to make them most accessible to families with disabilities. Sign Language interpreters will be provided if needed. ADA Compliant accessibility to all events and locations will be maintained (photos of parking, ramp, elevator).

- List evidence that you will upload based on your description.

Interpreter request forms, virtual meeting links and data from meetings, agendas, sign in sheets (photos of parking, ramp, elevator).

- Description

Various work and availability schedules will be considered for family and parent trainings, meetings and conferences. We will share information about available services through Migrant Education Program.

- List evidence that you will upload based on your description.

Agendas, documentation of various days and times events are offered, Annual Meeting slides, emails, and school staff referrals to Migrant Department (if applicable).

- **Description**

Events will be made available at various times to suit availability of all parents and families. Phone or virtual options to join meetings, conferences or to communicate with teachers and staff will be made available. Possibly donating school supplies, food, sharing information about available services, Student Housing Questionnaire and also reaching out to District for support.

- **List evidence that you will upload based on your description.**

Documentation of communication with community resource personnel, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, flyers, and when applicable, distribution logs for donated uniforms, school supplies, food and transportation logs.

## **Other Activities**

### **1. Activity #1**

#### **Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Classroom teachers utilize Morning Meeting and Skills for Learning & Life with their students to build character and to provide them with skills that address mental health needs in life. We have also adopted Global Perspectives to grow students into well-rounded, thoughtful citizens. Our Wellness Committee provides several events throughout the year that promotes healthy habits like exercise and diet that supports a healthy mindset. Our School-Parent compact includes agreements that families will assist their children in developing strong study habits and organizational skills that will provide positive life-long skills. We have a team of resource staff that provides interventions and teaches students strategies which helps address any mental health needs of the students. The school counselor also provides weekly social skills grade level groups during students' lunch times. The Behavioral Health Professional offers one-to-one and small group sessions to improve student's mental/emotional health. . Anti-bullying education is also offered during Guidance on the fine arts rotation. All faculty and staff teach, review, and enforce the school-wide expectation matrix. These essential agreements are reviewed and enforced daily by all faculty and staff. A major and minor discipline infraction system is implemented throughout the school. Teaching staff receive Professional Development in classroom management strategies to maintain student on task behaviors and to limit off task behaviors. The discipline and character matrix is reviewed and visible. The campus supports a zero tolerance bullying policy. Students are informed of the anonymous bullying hotline and box to report incidents.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

At the beginning of the year in PLCs, our teachers work closely with our SBT leader to review the decision tree for intervention support. Teachers learn what student data to use to determine the most appropriate intervention and which tier students may fall into. As teams meet during PLCs, they begin to identify students who need additional support and interventions in the classroom. As these students are identified, teachers begin to collect data based on the target of the intervention. Teachers then determine whether the intervention is effective in increasing the student's achievement, and if not, teachers complete a School Based Team referral packet. The referral packet includes documentation for the reason of the referral, parent contacts and conferences, prior actions taken by the teacher as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist to rate areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, writing and speech and language are recorded. At least two observations are conducted by the teacher and another professional working with the student. Two conferences are conducted with the parents of the student. The school-based team is trained in identifying student needs and in developing appropriate interventions. The purpose of the team is to determine how effectively student's academic, mental health and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is led by the SAI teacher. Meeting attendees include the Principal, Assistant Principal, student's teachers, school psychologist, ESE Coordinator, and TOSA. Tier I, Tier II and Tier III represent the continuum of services, intervention and support provided to each student. Tier I support is provided by the homeroom teacher by way of high quality standards-based core instruction. Students receive 90 minutes of reading instruction daily. Tier II interventions are developed and implemented when a student's academic, behavioral and/or emotional difficulties continue. Tier II interventions occur one-on-one or in groups of 2-5 students outside the core instructional blocks. More explicit instruction addresses one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include: iReady lessons selected by the teacher, LLI, check in/check out, behavior contracts, daily behavioral form, with a teacher or specialist. The School Based team monitors the student's data to determine whether the student still requires interventions. Tier II data collections happen bi-weekly. The SBT team then meets to determine next steps. For example, if a student is responding to the interventions, then the team may monitor the student or change the target of interventions. A Tier III intervention plan is developed for those students still making insufficient progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include: a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), visual schedules, reward system, self-monitoring, comprehension checks, oral fluency/vocabulary/listening comprehension researched based interventions. Data is collected only if a student has attended their intervention group at least 4 days of a week. This is to ensure that the student is receiving their interventions with fidelity. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. Academic and behavioral tiered support for students is implemented virtually for distance learners. Close monitoring takes place to ensure students are participating in tiered support. As a leadership team, we then determine which teacher will provide these supports to students and which intervention to use during this support, thus resulting in a solid schedule of support for our students. Our SBT committee meets each week to discuss student progress and to review data which allows us to make decisions on supporting our students.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

At the beginning of the year the leadership team analyzes prior year's data to determine areas of need. This is displayed in our Comprehensive Needs Assessment that is shared with parents. Teachers meet bi-weekly in Professional Learning Communities to analyze data and to plan for instruction aligned to Florida State Standards. Leadership then monitors the execution of these plans through instructional walks. Student data is continuously monitored and students are considered for advance placement courses like AMP and above grade level/ Accelerated courses. This year Hidden Oaks continues to implement Cambridge Learning which allows students to engage in project-based learning. Students will participate in projects that connect to real world applications and allows them to analyze the same situation in different cultures and countries. Students in our Elementary classes follow a rotation of fine art classes daily that include Media, PE, Music, Art and Computer Lab. Our Middle School students have electives to choose from which range from Spanish, Emerging Leaders and the fine arts. Many of these students are also enrolled in Digital Discoveries where they learn coding. One additional component that is more recent is our Global Perspectives program that teaches students how to become a global citizen by learning and practicing 10 Global Perspectives.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

Student data is continuously monitored and students are considered for advance placement in courses like AMP, above grade level courses and accelerated courses. Hidden Oaks has adopted Cambridge Learning which allows students to engage in project-based learning. Students will participate in projects that connect to real world applications and allows them to analyze the same situation in different cultures and countries. We will be participating in a 'Grow your Own' style program where middle school students will have the opportunity to take part in learning the skills of a teacher. They will shadow teachers and learn basic skills like planning and executing lessons. The neighboring high schools conduct graduation walks throughout our school building. We host completion ceremonies for our 5th and 8th students. The ceremony mirrors a high school graduation with a speech from the principal and a processional. Around the school, the information for colleges to accept students in their institution are posted for the students. The students observe what GPA they need to attend Florida colleges. Our 8th grade students also participate in PSATs to determine if they are on track to perform well in the upcoming school years to prepare themselves for college-readiness.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

This year we will be soliciting our neighborhood Pre-K and VPK Institutions to invite and inform our future parents and families of what we offer here at Hidden Oaks K-8 School. We offer Kindergarten Kick-Off (formerly Kindergarten Round-up) during the spring. This event provides information to parents about grade level expectations, BEST Standards, and the skills that each child will learn in Kindergarten. The ESE Coordinator and ESOL Coordinator attend this event so that they can answer questions about services that their child may receive in the upcoming school year. When parents come to Kindergarten Kick-Off, they sign up for a date and time over the summer so that the Kindergarten students can be screened. The district provides kindergarten readiness kits to parents along with weekly instructional videos. In addition to these kits, students are provided with resources and activities once they have been screened to work on before entering kindergarten. Parents are also given the opportunity to tour the school and some of our Kindergarten classrooms to get a true picture of what the environment will be for this incoming child.

## Professional Development

### 1. Professional Development

We have invited our literacy specialist in the south region to come to Hidden Oaks to walk classrooms in order to determine next steps and teacher support. In addition, we have selected teachers on each grade level to be the point person for ELA and Math. These teachers will attend monthly cadre meetings and report back to their teams with information and resources. Through our ESP program, newer teachers are provided mentors that assist with lesson planning, execution of lessons and debriefing to increase the effectiveness of instruction. We have included many teachers to attend monthly South Region PLCs for all of our content areas. Here, teachers learn of upcoming standards, best practices, available resources and guidance on how to incorporate these supports. In middle school, we are working alongside our Secondary ELA support staff to guide us on Read 180, an intervention for students needing additional support in Reading.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Each year we participate in the annual job fair to assist with the recruitment of teachers. We have also advertised on the InDeed website to reach applicants outside of the district job postings. Once we have recruited teachers, our job is then to retain teachers. We plan monthly social events that help build a strong culture and community at Hidden Oaks. We support teachers by providing meaningful professional development that meets the needs of teachers at different levels. Administration makes themselves available to teachers regularly in order to provide an additional layer of support. We also hold several rounds of tutorial sessions where teachers have the opportunity to earn additional funds. Teachers are also able to coordinate school-based clubs to earn additional funds. Hidden Oaks has a mentor and new teacher program that meets regularly to assist teachers in the classroom and school responsibilities. Ongoing professional development is facilitated by district, Regional and school based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, plan, implement and monitor with fidelity reading, math, science, social studies and writing curriculum; how to use adaptive technology/iReady for reading and math instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the Florida standards by consistently following the instructional scope and sequence. Professional development includes deep, deliberate planning and conversations to promote growth in instructional practice. Teachers are provided substitute teachers during the school day to conference with families and also to common plan with their grade level.