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

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to the FY22 FSA, 55% of students in 3rd grade were proficient in reading. According to the FY22 FSA 32% of students with disabilities were proficient in reading and 29% of the L25% within this subgroup demonstrated learning gains. 7th grade ELA performing at 56% proficiency, showing a 2% increase from PM1 to PM2 FAST 2023.

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

Limited reading intervention instructors. Learning gaps due to instruction loss during high occurrence of absences, and virtual learning. Lack of teacher knowledge of the reading process and standards Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of materials/resources to support student learning (student workbooks, kits, online subscriptions, technology, etc)

3. Share possible solutions that address the root causes.

Additional reading intervention providers made available (resource teachers, temp tutors, paraprofessionals, etc). Implement attendance team and protocols. Professional development on progress monitoring, data analysis, best practices, interventions and explicit instruction through the use of SSCC, coaches, district staff support, conferences, webinars, etc) - Provide extended learning opportunities through tutorial programs for during the day, morning, after school, Saturday, and in Summer for students in grades K-8. Provide parent trainings to support student learning at home. Provide additional support for struggling student in grades K-8 (temp tutors, resource teachers, paras, teachers)

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

Parent conference week Coffee Chats with Principal 6th grade orientation Strengthen our communication with parents on student assessment and mastery of standards.

- **Parent Training**

Tech event Parent conference week ELA training for parents on foundational skills (vocabulary, comprehension with different text, structure of an essay) -share home resources, tested skills and format

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

- **School**

Monitor parent information and involvement Advertise, and personally invite parents to volunteer, participate in SAC, attend events Personally invite parents to attend conferences using various modalities Kindergarten Round up - materials shared to help prepare incoming students. Through Parent trainings, provide activities and resources for families to use at home supporting foundational skills (vocabulary, comprehension with different text, structure of an essay)

- **Students**

Student government involved in increasing family involvement Student participation in PTSA and SAC Attend ELA tutorial Attend book clubs, and other ELA related extracurricular activities Practice activities and strategies at home that support foundational skills (vocabulary, comprehension with different text, structure of an essay)

- **Parents**

Attend events Participate in SAC Register for PTSA Membership Complete volunteer registration Use activities at home with student that were shared during parent workshops focusing on foundational skills (vocabulary, comprehension with different text, structure of an essay)

- **Staff Training**

PD - Cambridge Implementation Top Score Parent Conference Strategies Train teachers to support parents on foundational skills (vocabulary, comprehension with different text, structure of an essay)

- **Accessibility**

Continue to strengthen how we support families that are Limited English Proficient (Translate all communication in all languages, advertise that translators will be available for support). Events at various times of day to make accessible to working parents with different schedules Make events virtual when possible

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Fourth grade is demonstrating 8% proficiency on the PM2 FAST Math Assessment

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

Learning gaps due to instruction loss during the high occurrence of absences, and virtual learning. Math fact fluency is not a strength and is affecting students' ability to be successful with multiple step problems. Math fluency is affecting students' ability to comprehend what is being asked when solving math word problems. Lack of teacher knowledge of the math standards Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of materials/resources to support student learning (student workbooks, kits, online subscriptions, technology, etc)

3. Share possible solutions that address the root causes.

Differentiate math instruction across grade levels. Schoolwide use of Reflex Math. Professional development on progress monitoring, data analysis, best practices, interventions and explicit instruction through the use of SSCC, coaches, district staff support, conferences, webinars, etc) - Provide extended learning opportunities through tutorial programs for during the day, morning, after school, Saturday, and in Summer for students in grades K-8. Provide parent trainings to support student learning at home. Provide additional support for struggling student in grades K-8 (temp tutors, resource teachers, paras, teachers)

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

- **Communication**

Parent conference week Coffee Chats with Principal 6th grade orientation Tech events Strengthen our communication with parents on student assessment and mastery of standards.

- **Parent Training**

Tech events Parent conference week Math training for parents on foundational skills -share home resources, tested skills, and format

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

- **School**

Monitor parent information and involvement Advertise, and personally invite parents to volunteer, participate in SAC, and attend events Personally invite parents to attend conferences using various modalities Kindergarten Round up - materials shared to help prepare incoming students.

- **Students**

Student government involved in increasing family involvement Student participation in PTSA and SAC Attend math tutorial Consider a math club

- **Staff Training**

Reflex Math PD Staff attend math cohort PD provided by District Parent conference strategies Train teachers to support parents on foundational skills

- **Accessibility**

Continue to strengthen how we support families that are Limited English Proficient (Translate all communication in all languages, advertise that translators will be available for support). Events at various times of day to make accessible to working parents with different schedules Make events virtual when possible

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

5th grade demonstrated 50.6% proficiency on the Winter Science NGGS Diagnostic Assessment, which is 9.4% below our school-wide goal of 60% proficiency in science.

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

On PM2 FAST Assessment, our lowest strand of performance in 5th grade was vocabulary and reading across texts. Science vocabulary knowledge affects students' ability to comprehend what is being asked when completing science assessments Lack of teacher knowledge of the scientific process Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of materials/resources to support student learning (student workbooks, kits, online subscriptions, technology, etc)

3. Share possible solutions that address the root causes.

Reading intervention Differentiated small group instruction focused on vocabulary and reading informational text On standards where less than 70% of students showed mastery on vocabulary and informational text - teachers will reteach and double down on these concepts Differentiated small group instruction in science Professional development on progress monitoring, data analysis, best practices, interventions and explicit instruction through the use of SSCC, coaches, district staff support, conferences, webinars, etc) - Provide extended learning opportunities through tutorial programs for during the day, morning, after school, Saturday, and in Summer for students in grades K-8. Provide parent trainings to support student learning at home. Provide additional support for struggling student in grades K-8 (temp tutors, resource teachers, paras, teachers)

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

• Communication

Parent conference week Coffee Chats with Principal 6th grade orientation Strengthen our communication with parents on student assessment and mastery of standards.

- **Parent Training**

Tech event Parent conference week ELA and science training for parents on foundational skills -share home resources, tested skills and format

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

- **School**

Monitor parent information and involvement Advertise, and personally invite parents to volunteer, participate in SAC, attend events Personally invite parents to attend conferences using various modalities Kindergarten Round up - materials shared to help prepare incoming students.

- **Students**

Student government involved in increasing family involvement Student participation in PTSA and SAC Attend science bootcamps

- **Parents**

Attend events Participate in SAC Register for PTSA Membership Complete volunteer registration

- **Staff Training**

PD - Interactive Science Notebooks PD - Cambridge Implementation Top Score - science focused passages Parent Conference Strategies Train teachers to support parents on foundational skills

- **Accessibility**

Continue to strengthen how we support families that are Limited English Proficient (Translate all communication in all languages, advertise that translators will be available for support). Events at various times of day to make accessible to working parents with different schedules Make events virtual when possible

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

7th-grade civics students demonstrated 81 % proficiency on the Winter Diagnostic Assessment which is 8% lower than our school-wide goal for EOC exam.

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

7th grade ELA Proficiency is 56% Lack of background knowledge affects students' ability to comprehend what is being asked when reading and writing about social studies topics Lack of teacher knowledge on teaching vocabulary and content knowledge through social studies text Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of materials/resources to support student learning (student workbooks, kits, online subscriptions, technology, etc)

3. Share possible solutions that address the root causes.

ELA Tutorial Differentiated instruction in the areas of vocabulary and informational text Professional development on progress monitoring, data analysis, best practices, interventions and explicit instruction through the use of SSCC, coaches, district staff support, conferences, webinars, etc) - Provide extended learning opportunities through tutorial programs for during the day, morning, after school, Saturday, and in Summer for students in grades K-8. Provide parent trainings to support student learning at home. Provide additional support for struggling student in grades K-8 (temp tutors, resource teachers, paras, teachers)

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

• Communication

Parent conference week Coffee Chats with Principal Strengthen our communication with parents on student assessment and mastery of standards.

• Parent Training

Tech event Parent conference week Curriculum Night - information and resources shared with parents to support Civics instruction

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

- School

Monitor parent information and involvement Advertise, and personally invite parents to volunteer, participate in SAC, attend events Personally invite parents to attend conferences using various modalities Curriculum Night - materials shared to help prepare students. Veterans' Day Celebration - incorporate SS standards in coursework leading up to and including the event.

- Students

Student government involved in increasing family involvement and civics/government processes Student participation in PTSA and SAC

- Parents

Attend events Participate in SAC Register for PTSA Membership Complete volunteer registration

- Staff Training

PD - Cambridge Implementation Global Studies Top Score - SS related passages Parent Conference Strategies

- Accessibility

Continue to strengthen how we support families that are Limited English Proficient (Translate all communication in all languages, advertise that translators will be available for support). Events at various times of day to make accessible to working parents with different schedules Make events virtual when possible

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

88% of our middle school students are enrolled in ADV ELA courses 89% of our middle school students are enrolled in ADV Math courses 88% of our middle school students are enrolled in ADV Science courses 9% of our middle school courses offer HS Credit

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

All students were not given the opportunity to participate in AMP starting at 3rd grade, as some enter our school from other elementary schools, or other MS programs. Lack of teacher knowledge on how to enrich and challenge accelerated students Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of materials/resources to support student learning (student workbooks, kits, online subscriptions, technology, etc)

3. Share possible solutions that address the root causes.

Give all students the opportunity to participate in AMP coursework, and advanced classes with differentiated support Professional development on progress monitoring acceleration & enrichment, data analysis, best practices, interventions and explicit instruction through the use of SSCC, coaches, district staff support, conferences, webinars, etc) - Provide extended learning opportunities through tutorial programs for during the day, morning, after school, Saturday, and in Summer for students in grades K-8. Provide parent trainings to support student learning at home. Provide additional support for struggling student in grades K-8 (temp tutors, resource teachers, paras, teachers)

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

• Communication

Parent conference week Coffee Chats with Principal 6th grade orientation Tech Events Tutorial Skills Clinics Strengthen our communication with parents on student assessment and mastery of standards.

• Parent Training

Tech event Parent conference week All content area training for parents -share home resources, tested skills and format

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

- **School**

Monitor parent information and involvement Advertise, and personally invite parents to volunteer, participate in SAC, attend events Personally invite parents to attend conferences using various modalities

- **Students**

Student government involved in increasing family involvement Student participation in PTSA and SAC Attend tutorial Participate in academic-related extracurricular activities

- **Parents**

Attend events Participate in SAC Register for PTSA Membership Complete volunteer registration

- **Staff Training**

PD - Cambridge Implementation - ELA and Globan Perspectives Top Score Parent Conference Strategies

- **Accessibility**

All communication in all languages Events at various times of day to make accessible to working parents with different schedules Make events virtual when possible

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: \$130,614.15

Acct Description	Description											
Extra Periods	Math teacher will receive an extra period supplement to take on an additional math course in his/her schedule. This extra course will allow the school to offer smaller class sizes for math and high school level courses which may not have typically been offered in grades 5-7.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="447 345 1115 422">Item</th> <th data-bbox="1115 345 1266 422">Quantity</th> <th data-bbox="1266 345 1428 422">Rate</th> <th data-bbox="1428 345 1680 422">Supply Type</th> <th data-bbox="1680 345 1890 422">Type</th> <th data-bbox="1890 345 2022 422">Total</th> </tr> </thead> </table>						Item	Quantity	Rate	Supply Type	Type	Total
	Item	Quantity	Rate	Supply Type	Type	Total						
	iReady Magnetic Readers TE	9	\$30.00	Instructional Materials	Original	\$270.00						
	Pencils Wood #2, Pre-Sharpended 96 in a Pack	4	\$17.62	General Supplies	Original	\$70.48						
	iReady Magnetic Readers Gr 3 -5	310	\$15.00	Instructional Materials	Original	\$4,650.00						
	Poster Maker Supplies: Ink: cyan, magenta, yellow	6	\$42.00	Technology	Original	\$252.00						
	Ink for student work and to support delivery of instruction (4 colors)	1	\$382.92	Technology	Original	\$382.92						
	Picture Perfect K-5	6	\$50.00	Instructional Materials	Original	\$300.00						
	Versatile Math Classroom Kits	32	\$319.99	Manipulatives	Original	\$10,239.68						
	Shipping	1	\$2.75	General Supplies	Original	\$2.75						
	White copy paper	66	\$44.61	General Supplies	Original	\$2,944.26						
	Composition Books	1005	\$1.50	General Supplies	Original	\$1,507.50						
Poster Maker Supplies: Ink Black	2	\$58.00	Technology	Original	\$116.00							
Benchmark Oral Reading Record Kits K-5	1	\$6,587.00	Instructional Materials	Original	\$6,587.00							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Poster Maker Supplies: Matte paper 24"	2	\$81.95	General Supplies	Original	\$163.90
	Binders for students	500	\$3.50	General Supplies	Original	\$1,750.00
	VersaTiles® Answer Case, Limited Edition, Set of 8	4	\$149.99	Instructional Materials	Original	\$599.96
	Binder Pocket Divider	500	\$3.36	General Supplies	Original	\$1,680.00
	More Picture Perfect 3-6	4	\$50.00	Instructional Materials	Original	\$200.00
	Post It Notes	50	\$12.29	General Supplies	Original	\$614.50
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$397.75	General Supplies	Original	\$397.75
	More Picture Perfect K-4	5	\$50.00	Instructional Materials	Original	\$250.00
	Poster Maker Supplies: Matte paper 36"	2	\$124.00	General Supplies	Original	\$248.00
	Versatile Additional Practice Books	10	\$9.99	Instructional Materials	Original	\$99.90
	Top Score Writing materials and PD with purchase per amend 14 a	1	\$7,305.00	Instructional Materials	Amendment	\$7,305.00
	Benchmark materials reduced to purchase agendas BT467961	1	\$2,950.45	General Supplies	Budget Transfer	\$2,950.45

Acct Description	Description																									
Resource Teacher	Resource teacher will provide instructional support to Lv.1, Lv2 and at risk students in grades K-8, providing interventions, small group remediation in ELA through a push-in/pull-out model of support.																									
Online subscription	<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>Reflex Math - site License for grades K-8</td> <td>1</td> <td>\$3,295.00</td> <td>Original</td> <td>\$3,295.00</td> </tr> <tr> <td>Flocabulary - site License for grades K-8 and all content areas</td> <td>1</td> <td>\$3,800.00</td> <td>Original</td> <td>\$3,800.00</td> </tr> <tr> <td>Top Score Digital Licenses Grades 3, Curriculum for grades 4-8th, PD with purchase (face-to-face and digital) to support writing</td> <td>1</td> <td>\$7,980.00</td> <td>Original</td> <td>\$7,980.00</td> </tr> <tr> <td>Top Score - removing fund for the printed portion per amend 14, BT 465035</td> <td>1</td> <td>-\$7,305.00</td> <td>Amendment</td> <td>-\$7,305.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Reflex Math - site License for grades K-8	1	\$3,295.00	Original	\$3,295.00	Flocabulary - site License for grades K-8 and all content areas	1	\$3,800.00	Original	\$3,800.00	Top Score Digital Licenses Grades 3, Curriculum for grades 4-8th, PD with purchase (face-to-face and digital) to support writing	1	\$7,980.00	Original	\$7,980.00	Top Score - removing fund for the printed portion per amend 14, BT 465035	1	-\$7,305.00	Amendment	-\$7,305.00
	Item	Quantity	Rate	Type	Total																					
	Reflex Math - site License for grades K-8	1	\$3,295.00	Original	\$3,295.00																					
	Flocabulary - site License for grades K-8 and all content areas	1	\$3,800.00	Original	\$3,800.00																					
	Top Score Digital Licenses Grades 3, Curriculum for grades 4-8th, PD with purchase (face-to-face and digital) to support writing	1	\$7,980.00	Original	\$7,980.00																					
Top Score - removing fund for the printed portion per amend 14, BT 465035	1	-\$7,305.00	Amendment	-\$7,305.00																						

Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$9,807.45

Acct Description	Description																		
Out-of-system Subs for Parent Conferences	<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>Parent Conference Week - Teachers will conduct parent conferences during the</td> <td>47</td> <td>\$16.00</td> <td>1</td> <td>6.5</td> <td>1</td> <td>Non-Certified</td> <td>Original</td> <td>\$4,888.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Parent Conference Week - Teachers will conduct parent conferences during the	47	\$16.00	1	6.5	1	Non-Certified	Original	\$4,888.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Parent Conference Week - Teachers will conduct parent conferences during the	47	\$16.00	1	6.5	1	Non-Certified	Original	\$4,888.00											

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	day to share student process and share materials/resources they can use to support learning at home (K-8)									
Childcare	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Outside of contract hours school non-certified staff will provide childcare to support parent meetings and trainings.	1	\$18.00	1.5	1	10	Non-Certified	Original	\$270.00	
Supplies	Item	Quantity	Rate	Supply Type		Type		Total		
	Nicky folders for K-5	600	\$1.45	General Supplies		Original		\$870.00		
	Astrobrights Color Paper: Asst. Variety Cases	10	\$108.70	General Supplies		Original		\$1,087.00		
	Agendas per BT 467961	1	\$1,450.45	General Supplies		Budget Transfer		\$1,450.45		
Online subscription	Item	Quantity	Rate	Type		Total				
	SMORE Newsletter (Team Account 4 staff members) - Monthly Newsletter for school-home communication to increase parent engagement.	1	\$999.00	Original		\$999.00				

Action Step: Professional Development

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

Budget Total: **\$151,526.90**

Acct Description	Description								
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades K-8 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement (all content areas) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback)								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Outside of contracted hours - Teachers in grades K-8 will work together to analyze data and plan delivery of BEST standards (create instructional focus calendars, lesson plans) to support instruction (Tentative start day is July 2023)	50	\$25.00	3	5	1	Certified	Original	\$18,750.00
Supplies	Item	Quantity	Rate	Supply Type			Type	Total	
	Pens	5	\$3.76	General Supplies			Original	\$18.80	
	3 inch binders	50	\$10.45	General Supplies			Original	\$522.50	
	NOTES POST-IT SUPSTICKY JWLPOP	5	\$18.10	General Supplies			Original	\$90.50	
	White copy paper	10	\$44.61	General Supplies			Original	\$446.10	
PD Webinar	Item	Quantity	Rate	Type			Total		
	Top Score Virtual training - webinar	1	\$1,500.00	Budget Transfer			\$1,500.00		

Acct Description	Description									
Travel out-of-county	Item				Quantity	Rate	Type	Total		
	Cambridge Professional Development Conference / Dates TBD in June 2024 / Location TBD Orlando - 5 Teachers and 1 Admin will learn how to implement the curriculum aligned to BEST standards in various content areas in grades K-8. (Registration \$650.00; Transportation \$75.00, Lodging \$800.00; Per Diem \$72.00)				6	\$1,597.00	Original	\$9,582.00		
Stipends	Item			Quantity	Rate	Days	Hours	Weeks	Type	Total
	Provide Staff Training for teachers outside of school contract time on instructional strategies, implementation of strategies based on data on all content areas for grades K-8 - Implement every Trimester and tentative start day is September 2023, January 2024, March 2024).			30	\$25.00	1	2	3	Original	\$4,500.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

As a community school, we prioritize involving and engaging the families of our students 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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Shari Bremekamp	Principal
Bryan White	Assistant Principal
Stacy Rundle	TOSA, Dean of Students
Michele Kramer	Single School Culture Coordinator
Erica Morales	ESOL Coordinator
Gina Fedena	ESE Coordinator
Shiela Terrano	Parent Teacher Student Association President

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

Our SAC members were invited 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, reach out to previously involved parents, and when necessary provide personal invitations to those who can benefit our team. Stakeholders are selected from the group that volunteers to commit to attend regularly that 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.

Stakeholders will be invited to our first SAC meeting which will be held September 2023. During our welcome back faculty meeting August 2023, staff and faculty will be given the opportunity to participate in jointly developing the Schoolwide Plan to include their input and ideas. These will be advertised through social media, email, call-outs, texts, parent flyers, and on the announcements at school. Our first Title One meeting will be in September during our two curriculum night events, as we split up our grade levels K-3 and 4-8. This will serve as another time to involve parents and stakeholders in developing our CNA, SWP and PFEP. Stakeholders were invited to attend the FY24 CNA meeting to jointly develop the FY24 CNA/SWP/PFEP. The staff meeting took place on March 1, 2023 and the Parent meeting took place on February 28, 2023 and their feedback was recorded in the meeting Recording Template.

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

During the March faculty meeting teachers were asked to collaborate with their teams and brainstorm, and then list out ideas for how funding could be used to support our School Wide Plan, our SIP, and our grade wide and individual academic, family engagement and SEL goals for our students. During the SAC meeting these same questions were posed to our parents and community members. In response the principal, AP and administrative assistant researched effectiveness of materials, gathered quotes and collaborated further with staff and parents to determine more specific goals and needs. 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. During our monthly SAC meetings, childcare will be provided to parents. Hidden Oaks will also provide substitutes for teachers in order to hold parent conference days to keep communication with parents and families. 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
Shari Bremekamp	Principal
Bryan White	Assistant Principal
Michele Kramer	Crisis Intervention Teacher
Erica Morales	ESOL Coordinator
Gina Fedena	ESE Coordinator

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

Our Annual meeting date is scheduled for Tuesday, September 5th, 2023. The meeting will take place in the school's cafeteria starting at 5:00 pm.

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

Social Media, Call outs, email, text, parent flyers, announcements, posters and lawn signs

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

Annual Meeting PowerPoint presentation, the FY24 Compact and FY24 PFEP Summary paper and pens for agenda, notes, sign in paper for flyers anchor chart paper and markers for brainstorming refreshments and childcare human resources in the form of work creating call outs, flyers, copies, etc.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Parent Conferences 101

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

Staff and teachers will learn best practices for communicating with parents (creating positive partnership, student progress, resources to support student at home, practice).

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

Parents will be able to understand student progress (academics and behavior) and be able to support student improvement in both areas at home.

- What will teachers submit as evidence of implementation?

Conference notes with agenda item for discussion during meeting (including Compact).

- Month of Training

August 2023

- Responsible Person(s)

Administration Team

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Sharing BEST Standards with Families

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

Faculty will learn how to communicate with parents about the BEST standards and expectations for their child that are taught in our classrooms, and what the students' assessments and results will look like. They will also learn effective strategies for sharing these results, in parent-friendly terms and what the results mean, or how to understand them. Lastly, they will gain a toolbox of resources that they can share with parents based on the data and what their children need to work on, in addition to general strategies for keeping an academic focus at home.

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

Parents will be provided with resources to understand grade level expectations and tools/resources to support their child's learning at home.

- What will teachers submit as evidence of implementation?

Presentation from Curriculum Night

- Month of Training

August 2023

- Responsible Person(s)

Administration Team

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Using the SIS Gateway

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

Parents will learn how to access SIS Gateway and navigate SIS to access student information and progress. Parents can use this information to determine if their child needs remediation, if a parent conference is needed at the time, and to maintain their access to their child's progress throughout the year. During the training, parents will have access to student chromebooks and be guided through the process of accessing student data.

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

Parents will be able to sign into their SIS Gateway and explore the available information and resources.

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

Parents will be more knowledgeable of their child's academic progress (scores, homework, assessments, etc) and resources they can use to support learning at home.

- Date of Training

September 2023

- Responsible Person(s)

Administration Team

- Resources and Materials

Technology devices will be available for use during the training. Paper to print step-by-step directions for parents to reference later. Flyers, newsletter to advertise.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

2. Reflection/Evaluation of Training #1

- Name of Training

Using SIS Gateway

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Data Chat Night

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

Parents will take part in student led Data Chat in which students will discuss areas of strength and areas for growth, academic goals, current assessment data. Teachers will provide resources to parents and students (hands-outs/digital) to support learning at home.

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

Parents will take part in student led Data Chat in which students will discuss areas of strength and areas for growth, academic goals, current assessment data. Teachers will provide resources to parents and students (hands-outs/digital) to support learning at home. Parents will use the materials provided and/or use devices to access digital resources and learn how to navigate the sites.

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

Parents will understand how to support their child at home to increased student learning in all core content areas and to support academic proficiency in other tested areas.

- Date of Training

October 2023

- Responsible Person(s)

Administration Team

- Resources and Materials

Computer access Websites Informational Handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

4. Reflection/Evaluation of Training #2

- Name of Training

Data Chat Night

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Interpreting Assessment Results for Student Achievement

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

Parents learn how to interpret assessment results to determine student progress and learn about resources to support learning at home.

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

Parents will be able to login and access online resources to support learning at home.

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

Parents will be able to learn their child's progress and access online resources to support learning at home.

- Date of Training

February 2024

- Responsible Person(s)

Administration Team

- Resources and Materials

Online websites, technology device, handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

6. Reflection/Evaluation of Training #3

- Name of Training

Interpreting Assessment Results for Student Achievement

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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.

- 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.

- 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 connect families with McKinney Vento for support as needed.

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

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

- Frequency

PD will happen during faculty meetings monthly, in some instances, as well as during some PDDays.

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, and providing differentiated instruction to meet the needs of all of our students. 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, PD provided to ESE teachers and inclusion co-teachers on reading, understanding and implementing IEPs, flyers, information and resources to support families.

- Frequency

IEP mtgs and 504 mtgs happen several times a week. Parent conferences also happen weekly, often daily. PD will be provided as needed to new teachers or teachers new to working with students with IEPs and 504 plans.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

All parents 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 SAC mtgs parents will have the opportunity to access information about school programs, Title 1 programming, activities, tutorial, mentor programs, and parent/family trainings. We will provide an RSVP so that we can prepare to have translators available as needed.

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

Agenda, Advertisement in various languages (flyers), Compact, PFEP summaries, parent links,

- 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 for each core content area.

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

Parent Conference Notes with examples of student data and Powerpoint Presentation used during Curriculum Night, SAC meetings

- Description

Parents will be informed of results of academic assessments through report cards, parent conferences, IEP meetings.

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

Report cards, conference notes, mid-term reports, assessment results

- Description

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

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

Invitation to SAC meetings, invitation to Conference, Annual Meeting agenda, IEP/LEP meeting

- Description

Parent Conferences and any IEP/504 meetings will be made based on the best time for parents to attend to allow for flexibility.

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

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

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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 translators attend. We have headphone translation sets for their use. Parent trainings, SAC mtgs, events, 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, RSVPs, agendas, minutes, conference notes, FY24 Compact, PFEP Summary

- **Description**

When possible we will include a virtual option to meetings and events in order to make them most accessible to parents and 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 said meetings, agendas, advertisements, sign in sheets.

- **Description**

Various work and availability schedules will be considered and varied for family and parent events, trainings, meetings and conferences.

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

Agendas, time schedules, documentation of various days and times events are offered and planned, brochures, Annual Meeting slides, emails

- **Description**

Events will be made available at various times to suit availability of all parents and families. CINs/FINs will be contacted for support of parents and families needing transportation to various events in the case of hardship. Phone in or virtual options to join meetings, conferences or communicate with teachers and staff will be available.

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

Documentation of communication with community resource personnel, agendas showing various times of events, meetings and conferences., flyer, Annual Meeting slides, emails

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

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 their social/emotional needs in life. 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 the social and emotional 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. Character building assemblies are given throughout the year when the students attend Guidance on the fine arts rotation. 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

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;

- Implement support; and
- Track students' progress.

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, team 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 will complete a School Based Team referral packet. The referral packet includes, documentation for the reason for the referral, parental 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 students' needs and in developing appropriate interventions. meets weekly to review School Based Team referral packets submitted by teachers. The purpose of the team is to determine how effectively student's academic, social emotional 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 a 90 minutes of reading instruction daily. Tier II interventions are developed and implemented when a student's academic, behavioral and/or social 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 address 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

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 courses. This year 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.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Student data is continuously monitored and students are considered for advance placement courses like AMP and above grade level courses. This year 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.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

We offer 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 Round-Up, 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.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

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.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

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 students, 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's 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.