

The School District of Palm Beach County

Hidden Oaks K 8



2018-19 Schoolwide Improvement Plan

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Hidden Oaks K 8

7685 S MILITARY TRL, Lake Worth, FL 33463

<https://hok8.palmbeachschools.org/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2017-18 Title I School</p> <p>Yes</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>69%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>75%</p>

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission here at Hidden Oaks is to establish life-long learners by guiding and challenging students in a safe, nurturing environment. We strive to educate students' minds and foster the spirit of diligence and cooperation. Our goal is to develop young leaders through diverse academics and character-building strategies.

Provide the school's vision statement.

Teachers, parents and the community work together, in ensuring academic success with rigor, experiences and creativity. Learning is enhanced through utilization of the latest technology and resources. We provide life skills that promote respect between self, others and community.

School Leadership Team

Membership

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

Name	Title
Bremekamp, Shari	Principal
Bushouse, Michelle	Assistant Principal
Kramer, Michele	Teacher, K-12
Finn, Pamela	Other
Rowe, Stacey	Teacher, K-12
Benson, Jessica	Teacher, K-12
Levine, Karac	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The leadership team meets weekly to collaborate and discuss school-wide data, trends in instruction, academic needs, and the needs of stakeholders.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	16	29	18	11	17	6	0	0	0	0	0	0	118
One or more suspensions	1	0	2	2	0	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	25	31	35	57	39	50	9	0	0	0	0	0	0	246
Level 1 on statewide assessment	0	0	0	41	33	62	20	0	0	0	0	0	0	156

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	8	13	41	25	47	5	0	0	0	0	0	0	150

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	4	10	23	22	8	5	0	0	0	0	0	0	72

Date this data was collected

Friday 9/14/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	21	16	18	18	16	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	23	28	27	51	40	44	0	0	0	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	46	56	28	0	0	0	0	0	0	0	130

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	8	6	37	32	25	0	0	0	0	0	0	0	114

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	21	16	18	18	16	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	23	28	27	51	40	44	0	0	0	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	46	56	28	0	0	0	0	0	0	0	130

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	8	6	37	32	25	0	0	0	0	0	0	0	114

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is Math Learning Gains for the lowest 25%. This has been an ongoing trend.

Which data component showed the greatest decline from prior year?

The core content areas ELA, Math, and Science have either stayed the same or declined in growth since FY15. ELA FY15 50% FY18 50%
 Math FY15 57% FY18 52%
 Science FY 15 67% FY18 48%

Which data component had the biggest gap when compared to the state average?

Math Achievement and Math Learning Gains had the largest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Math Learning Gains improved from 44% to 47% from FY17 to FY18. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

Students were identified for enrichment and/or intensive instruction to be delivered in small groups.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	50%	55%	60%	51%	44%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	53%	56%	57%	54%	52%	54%
ELA Lowest 25th Percentile	49%	51%	52%	46%	49%	49%
Math Achievement	52%	52%	61%	60%	43%	56%
Math Learning Gains	47%	54%	58%	60%	47%	54%
Math Lowest 25th Percentile	40%	49%	52%	39%	42%	48%
Science Achievement	48%	49%	57%	61%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	21 (15)	16 (21)	29 (16)	18 (18)	11 (18)	17 (16)	6 (0)	0 (0)	0 (0)	118 (104)
One or more suspensions	1 (0)	0 (0)	2 (0)	2 (1)	0 (0)	7 (0)	0 (0)	0 (0)	0 (0)	12 (1)
Course failure in ELA or Math	25 (23)	31 (28)	35 (27)	57 (51)	39 (40)	50 (44)	9 (0)	0 (0)	0 (0)	246 (213)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	41 (46)	33 (56)	62 (28)	20 (0)	0 (0)	0 (0)	156 (130)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	56%	-8%	57%	-9%
	2017	50%	54%	-4%	58%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	47%	58%	-11%	56%	-9%
	2017	50%	57%	-7%	56%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2018	52%	59%	-7%	55%	-3%
	2017	44%	52%	-8%	53%	-9%
Same Grade Comparison		8%				
Cohort Comparison		2%				
06	2018	48%	53%	-5%	52%	-4%
	2017					
Cohort Comparison		4%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	63%	-17%	62%	-16%
	2017	53%	62%	-9%	62%	-9%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	50%	63%	-13%	62%	-12%
	2017	53%	64%	-11%	64%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2018	50%	66%	-16%	61%	-11%
	2017	47%	61%	-14%	57%	-10%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
06	2018	61%	56%	5%	52%	9%
	2017					
Cohort Comparison		14%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	56%	-10%	55%	-9%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	42	38	41	45	41	32				
ELL	22	32	41	34	46	48					
ASN	75	85		63	54						
BLK	36	42	43	35	39	44	28				
HSP	51	53	42	56	47	41	56				
MUL	53	62		67	54		36				
WHT	65	62	65	71	55	41	73				
FRL	46	50	48	50	47	43	41				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	43	50	32	45	43	20				
ELL	23	42	53	27	45	50	23				
ASN	53	60		63	60						
BLK	42	52	50	36	41	39	36				
HSP	50	67	70	47	50	67	57				
MUL	69	77		85	38						
WHT	56	59	50	69	41	43	62				
FRL	45	55	53	44	44	43	49				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title To ensure student achievement in Mathematics in alignment with the District's Strategic Plan; LTO #2 Ensure high school readiness

Rationale Achievement in mathematics has shown limited growth. Fy17 >FY18 0% increase in achievement.

Intended Outcome To increase achievement in mathematics by 5%.

Point Person Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Action Step

Description

1. Provide opportunity for collaboration and planning during PLCs.
2. Utilize Florida Standards to plan, guide, and monitor instruction and student growth.
3. Provide curriculum and/or technology resources that supports remediation and enrichment.
4. Utilize small group instruction and one to one instruction to re-mediate and enrich student learning.
5. Utilize the Florida Continuous Model of Instruction to drive instructional and academic needs.

Person Responsible

Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

1. Provide support during common planning and PLCs.
2. Review student data via teacher data chats, School Based Team, Leadership meetings, and District assessments.

Person Responsible

Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Activity #2	
Title	To ensure student achievement in English Language Arts in alignment with the District's Strategic Plan; LTO #1 Increase reading level on grade level by 3rd grade, LTO #2 Ensure high school readiness
Rationale	Since FY15, academic growth in ELA has been stagnate. FY15 - FY18 50% > 50%.
Intended Outcome	To increase achievement in ELA by 5%.
Point Person	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Action Step	

Description	<p>Provide opportunity for collaboration and planning during PLCs.</p> <ol style="list-style-type: none"> Utilize Florida Standards to plan, guide, and monitor instruction and student growth. Provide curriculum and/or technology resources that supports remediation and enrichment. Utilize small group instruction and one to one instruction to re-mediate and enrich student learning. Utilize the Florida Continuous Model of Instruction to drive instructional and academic needs.
Person Responsible	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> Provide support during common planning and PLCs. Review student data via teacher data chats, School Based Team, Leadership meetings, and District assessments.
Person Responsible	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Activity #3	
Title	To ensure student achievement in Science in alignment with the District's Strategic Plan; LTO #2 Ensure high school readiness, LTO #4 Foster post-graduate success
Rationale	Achievement in Science has declined from FY15 (67%) to FY18 (48%).
Intended Outcome	To increase achievement in mathematics by 5%.
Point Person	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide opportunity for collaboration and planning during PLCs. 2. Utilize Florida Standards to plan, guide, and monitor instruction and student growth. 3. Provide curriculum and/or technology resources that supports remediation and enrichment. 4. Utilize small group instruction and one to one instruction to re-mediate and enrich student learning. 5. Utilize the Florida Continuous Model of Instruction to drive instructional and academic needs.
Person Responsible	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Provide support during common planning and PLCs. 2. Review student data via teacher data chats, School Based Team, Leadership meetings, and District assessments.
Person Responsible	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our goal is to provide training for parents in all core content areas such as ELA, mathematics and science. We will collaborate with stakeholders, such as PTSA and SAC, to plan and support activities that promote parental involvement and academics.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

During the 2018-2019 school year, we will implement Social Emotional Learning Morning Meeting provided through a grant from Safe Schools. Our school's mentor program utilized the buddy system between staff and student and are paired based on the individual SEL needs. In addition, our school guidance counselor provides counseling sessions and social skills in a small group setting. Topics may include divorce, grief, friendship, anger management, and strategies for academic success.

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

At Hidden Oaks, we communicate and work with schools within our feeder parent. We work together on various events such as Kindergarten Roundup, Grade 5 and Middle School Completion ceremonies, as well as community service events. We collaborate with our local community preschools to share various programs and CHOICE opportunities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

Members of the School Based Team meet weekly and consists of Administrators, Guidance Counselor, School Psychologist, School Nurse, Speech Language Pathologist, ESOL Resource Teacher, SAI resource teacher, academic resource teacher and ESE Contact. The team meets weekly to address MTSS And RtI. We also discuss the social emotional well-being of all students such as recent divorce, loss of a parent, and/or other factors that impact the whole child.

Part C - Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with other programs to ensure student needs are met.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.

Title II provides support for teachers through area support teams, curriculum support, RRR training, Leveled Literacy Intervention (LLI), and the Literacy and Mathematics Cohorts.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X - Homeless

The school district provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney- Vento Act to to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI teacher utilizes the Leveled Literacy Intervention (LLI) system. She will provide 30-45 minutes of reading support to third and fourth grade. The selection of students will begin with retained third grade students. Next, third grade students that are reading at an independent level K or below are provided with SAI instruction. Additionally, fourth grade students reading at an independent level N or below will receive instruction from the SAI teacher.

Reading Resource Teacher

The Reading Resource teacher utilizes the Leveled Literacy Intervention (LLI) system. She will work with students who were promoted to fourth grade as a result of good cause as well as retained third graders.

Violence Prevention Programs

Hidden Oaks educates students and parents on bullying awareness. We support the Zero Tolerance Policy and teach Character Education through SwPBS, CHAMPs, and guidance services. Hidden Oaks has a Crisis Response Team that is trained in VITAL and PCM.

Hidden Oaks implements a Single School Culture that is embedded in our learning experience. Single School Culture and appreciation for Multicultural Diversity is also embedded in our school learning experience.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The academic programs at Hidden Oaks K-8 supports the school districts long term outcomes in college and career readiness by focusing on the pillars of effective instruction. We are a STEAM choice school that fosters collaborative learning and the integration of STEM. Our choice program aligns with academic academies in secondary schools within our feeder pattern. In addition, we promote college education by sharing staff member's alma mater.

Part V: Budget

Total:	\$0.00
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