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Hidden Oaks K 8

7685 S MILITARY TRL, Lake Worth, FL 33463

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

Demographics

Principal: Shari Bremekamp

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (53%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.

Hidden Oaks K-8 School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Hidden Oaks K-8 School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, where all learners reach their highest potential and are provided tools to succeed in the global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bremekamp, Shari	Principal	The instructional leader in charge of executing and monitoring personnel, resources, teaching and learning, and instructional strategies to ensure all students have equitable access to standards based instruction.
Kramer, Michele	Teacher, K-12	The ESE coordinator is responsible for coordinating services and to ensure that students with disabilities are placed in the learning environment that is least restrictive, one that meets his/her needs, and is receiving services outlined in their IEP.
Schroeder, Chris	Assistant Principal	The assistant principal is the instructional leader who supports the monitoring of personnel, resources, and strategies to support teaching and learning.
Rowe, Stacey	Teacher, K-12	As the SBT leader, the responsibilities include (but are not limited to) monitoring the Multi-tiered Systems of Support for all students. Additionally, she is responsible for coordinating supports for ESOL students.
Benson, Jessica	Teacher, K-12	As the SAI teacher, the responsibilities include supplemental academic instruction to a) retainees and b) students that additional interventions to support their learning.
Lash, Jessica	Dean	As Dean of Students (Teacher on Special Assignment), the responsibilities include supporting the instruction of the Florida Standards, including students on Access Points, and ensuring that the school is implementing curriculum that supports the State statues.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	110	118	107	113	141	109	51	27	48	0	0	0	0	824
Attendance below 90 percent	0	13	10	12	11	7	2	4	4	0	0	0	0	63
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	26	33	31	50	32	30	3	5	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	8	16	19	10	1	6	0	0	0	0	60

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	6	8	13	17	20	14	9	13	1	0	0	0	0	101

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	2	0	11	21	16	5	1	4	0	0	0	0	60
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

72

Date this data was collected or last updated

Sunday 9/15/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	56%	61%	49%	46%	57%
ELA Learning Gains	56%	58%	59%	59%	52%	57%
ELA Lowest 25th Percentile	51%	55%	54%	57%	50%	51%
Math Achievement	53%	53%	62%	52%	43%	58%
Math Learning Gains	49%	55%	59%	44%	48%	56%
Math Lowest 25th Percentile	39%	52%	52%	44%	47%	50%
Science Achievement	41%	45%	56%	52%	41%	53%
Social Studies Achievement	68%	75%	78%	0%	67%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	110 (0)	118 (0)	107 (0)	113 (0)	141 (0)	109 (0)	51 (0)	27 (0)	48 (0)	824 (0)
Attendance below 90 percent	0 (21)	13 (16)	10 (29)	12 (18)	11 (11)	7 (17)	2 (6)	4 (0)	4 (0)	63 (118)
One or more suspensions	0 (1)	0 (0)	0 (2)	0 (2)	1 (0)	0 (7)	0 (0)	0 (0)	0 (0)	1 (12)
Course failure in ELA or Math	26 (25)	33 (31)	31 (35)	50 (57)	32 (39)	30 (50)	3 (9)	5 (0)	0 (0)	210 (246)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (41)	16 (33)	19 (62)	10 (20)	1 (0)	6 (0)	60 (156)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	54%	-3%	58%	-7%
	2018	48%	56%	-8%	57%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	56%	62%	-6%	58%	-2%
	2018	47%	58%	-11%	56%	-9%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	48%	59%	-11%	56%	-8%
	2018	52%	59%	-7%	55%	-3%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
06	2019	65%	58%	7%	54%	11%
	2018	48%	53%	-5%	52%	-4%
Same Grade Comparison		17%				
Cohort Comparison		13%				
07	2019	54%	53%	1%	52%	2%
	2018					
Cohort Comparison		6%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	65%	-8%	62%	-5%
	2018	46%	63%	-17%	62%	-16%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	46%	67%	-21%	64%	-18%
	2018	50%	63%	-13%	62%	-12%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2019	44%	65%	-21%	60%	-16%
	2018	50%	66%	-16%	61%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	60%	9%	55%	14%
	2018	61%	56%	5%	52%	9%
Same Grade Comparison		8%				
Cohort Comparison		19%				
07	2019	35%	35%	0%	54%	-19%
	2018					
Cohort Comparison		-26%				
08	2019	95%	64%	31%	46%	49%
	2018					
Cohort Comparison		95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	51%	-9%	53%	-11%
	2018	46%	56%	-10%	55%	-9%
Same Grade Comparison		-4%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-46%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	72%	-4%	71%	-3%
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	46	45	34	35	35	24				
ELL	39	50	47	42	52	45	29				
ASN	76	57		71	57						
BLK	46	57	57	43	43	34	35	47			
HSP	58	58	31	58	52	43	31	79			
MUL	67			33							
WHT	53	52	50	61	55	41	59	78			
FRL	47	54	51	46	45	38	31	68			
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students

Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th Grade ELA and Math, ESE Math
 Teacher Capacity: Lack of understanding of standards (whole group/small group/planning for);
 Scheduling of ESE students for support services

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

5th Grade Science (15% below)
 Lack of text aligned to the standards that was not supported by new science textbook series

Teacher Capacity: New teachers to the grade level who needed additional support with planning for instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th Grade Science

Lack of text aligned to the standards, New teachers to the grade level who needed additional support with planning for instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

4th Grade ELA (9% increase) Elementary Level

6th Grade ELA (17% increase) Middle School Level

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

ELA and Math students in the (lowest 25%)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math low 25%
2. ELA low 25%
3. Science (5th & 8th)
4. 5th Grade (ELA & Math)
5. Math Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction for our Student with Disabilities in alignment with LTO #2 High school readiness.
Rationale	If we implement evidence based interventions to address individual students' needs and prioritize scheduling of students with disabilities (SWD) then we will increase the percentage of student growth.
State the measurable outcome the school plans to achieve	The SWD subgroup will increase from 36% to 50% by the end of the FY2020.
Person responsible for monitoring outcome	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Close reading direct instruction (ELA) 2. Targeted small group instruction utilizing iReady tool kit resources (ELA) 3. Leveled Literacy Intervention (ELA) 4. Targeted small group instruction to provide remedial instruction 5. Utilize instructional resources (such as SPIRE, Wilson, and/or Foundations) to remediate students that are identified as needing supplemental or intensive instruction.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Close reading allows the student to analyze and critique texts. During close reading activities, students re-read text setting a purpose for each read. This practice supports deep comprehension and fosters critical thinking skills 2. The iReady toolkit is a researched-based supplemental curriculum resource that provide lessons that are geared towards specific reading skills. 3. LLI is a researched-based intervention that provides intensive, small-group, supplementary literacy intervention for student(s). 4. Foundations, Wilson, and SPIRE are researched based curriculum that provide intensive support to struggling readers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development on Close reading strategies and implementation. 2. Ensure support staff is included in Common Planning and PLCs: collaboration and planning 3. Monitor teams to ensure the Florida Continuous Improvement Model is used to monitor and plan for instruction (Plan, Do, Check, Act). 4. Provide training to teacher(s) in Foundations, Wilson, and/or SPIRE 5. Admin team will monitor small group plans and instruction during planning and implementation.
Person Responsible	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

#2	
Title	Grade 3 ELA
Rationale	If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.
State the measurable outcome the school plans to achieve	Students in grade 3 will show growth with an increase from 51% to 55% by the end of FY2020.
Person responsible for monitoring outcome	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Close reading direct instruction 2. Targeted small group instruction utilizing iReady tool kit resources 3. Leveled Literacy Intervention (LLI)
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Close reading allows the student to analyze and critique texts. During close reading activities, students re-read text setting a purpose for each read. This practice supports deep comprehension and fosters critical thinking skills 2. The iReady toolkit is a researched-based supplemental curriculum resource that provide lessons that are geared towards specific reading skills. 3. LLI is a reseached-based intervention that provides intensive, small-group, supplementary literacy intervention for student(s).
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA teachers in K-3 will be provided professional development on Florida Standards and effective instruction. 2. PLCs will be held weekly for all grade levels K-5 to help teachers to develop their capacity to deliver effective instruction in core subject areas. 3. Teams will utilize the Florida Continuous Improvement Model to monitor and plan for instruction (Plan, Do, Check, Act). 4. Professional development will be provided on Close Reading Strategies and LLI. 5. Admin team will monitor small group instruction during planning and implementation.
Person Responsible	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

All grade level teachers and support staff will participate in Professional Learning Communities (PLCs) to collaborate,analyze data, and plan for effective instruction.

Administrative teams will meet with teachers to conduct data chats and to provide support with effective instructional best practices.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
 (a) History of Holocaust

(b) History of Africans and African Americans

(c) Hispanic Contributions

(d) Women's Contributions

(e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance;

and cooperation. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B.

Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,

including but not limited to:

(a) History of Holocaust

(b) History of Africans and African Americans

(c) Hispanic Contributions

(d) Women's Contributions

(e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
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- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance;

and cooperation.

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 Schoolwide Improvement Plan 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.

Hidden Oaks K-8 School encourages parent involvement through participation in school events such as Open House/Meet and Greet, Curriculum Night, School Advisory Council monthly meetings, All Pro Dads, PTSA, Steam and Treat, Fall Festival, Read for the Record, Veteran's Day celebration, Jump Rope for Heart, and Mom's and Muffins. We also host parent conferences and encourage families to volunteer.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

At Hidden Oaks, we have a co-located mental health counselor, a behavior mental health counselor (BHP) and a school counselor to support the social emotional needs of our students. Through our SWPBS team, we have also implemented a "check in, check out" mentoring program as well as two "buddy benches" located outside on the playground. SEL is taught daily in grades K-3 and two to three times per week in grades 4-8.

Members of the School Based Team meet weekly and include the following staff members as needed: administrator, School Resource Officer, SBT leader, school counselor, behavior mental health counselor, ESOL coordinator, school psychologist, and ESE coordinator, During team meetings, the team provides input and support to the teacher and helps to identify supports for the student and classroom instruction. Students are monitored throughout the year.

Our SWPBS plan and Universal Guidelines supports social emotional learning. Supports are provided through classroom teachers, behavior health professional, co-located mental health professional, and/or school counselor.

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.

Violence Prevention Programs

HOK8 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.

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

Hidden Oaks K-8 has two PreK ASD classrooms. These classrooms provide support to our students and assist with transitions to our ASD program. Our annual "Kindergarten Roundup" is held to introduce incoming

students and their parents to the school facility and the expectations of kindergarten.

All incoming kindergarten students are assessed prior to entering kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. In addition to the Palm Beach County Literacy Assessment, incoming kindergarten students are administered the Florida Kindergarten Readiness screener to collect valuable information about a child's readiness for school. This helps teachers develop lesson plans to meet each child's individual needs and offers useful information to parents.

We have established a middle school program to ensure continuity and effective standards based instruction for our students. Our middle school students are enrolled in Career and Technical Education courses as well as advanced coursework to support high school graduation.

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.

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. Supplemental Academic Instruction is provided via District funding. ESOL services are also budgeted through District funding as well as teachers of students with varying exceptionalities. We provide both "direct instruction" (for students in self-contained ESE units) and inclusive supports for VE students in the general education setting.

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

Funding is provided for 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) intervention system. At risk students receive an additional 30-45 minutes of daily instruction.

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

Hidden Oaks has a business partnership with Wonder Workshop. Wonder Workshop is instrumental in the continued enhancement in our career technology education (CTE) courses offered in our middle school. These courses allow students to receive their Industry Certification as a starting point for high school/college technology courses.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure effective and relevant instruction for our Student with Disabilities in alignment with LTO #2 High school readiness.				\$1,066.95
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	0011 - Hidden Oaks K 8		793.5	\$1,066.95
<i>Notes: Instructional materials to support SPIRE for students below grade level.</i>						
2	III.A.	Areas of Focus: Grade 3 ELA				\$1,893.05
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0011 - Hidden Oaks K 8	School Improvement Funds	793.5	\$603.05
<i>Notes: Provide professional resources to support teachers in the Reading Endorsement program - purchase is for textbooks to be housed in the school's professional lending library.</i>						
	3374	100-Salaries	0011 - Hidden Oaks K 8	School Improvement Funds	793.5	\$1,290.00
<i>Notes: Supplemental instruction is budgeted for after school tutorial.</i>						
Total:						\$2,960.00