

The School District of Palm Beach County

Hidden Oaks K 8



2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2019-20 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%)
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>2019-20 Title I School</p> <p>No</p>	<p>2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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, position title, and job duties/responsibilities 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. The assistant principal works with all teachers within each grade level assist with planning standard based lessons.
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. Additionally, the SAI teacher is providing small groups and double down instruction in all classes (grades 2 and 3).
Rundle, Stacy	Dean	As the DEAN, the responsibilities include supplemental academic instruction to a) retainees and b) students that additional interventions to support their learning. The dean is also pulling small groups for ELA to assist with small group ELA instruction. This is used as double down for all teachers in grades 3-5.
Smith, Jayson	Teacher, K-12	As the CIT & SBT Leader the responsibilities include supplemental academic instruction to a) retainees and b) students that additional interventions to support their learning. In addition, Mr. Smith is working on tier 3 interventions for our students. Throughout the school day Mr. Smith is also pulling small groups to assist with our students.

Demographic Information

Principal start date

Sunday 7/1/2018, Shari Bremekamp

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

67

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	89	102	119	110	111	131	42	45	31	0	0	0	0	780
Attendance below 90 percent	15	13	12	15	9	14	4	5	4	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	27	29	50	23	8	0	0	0	0	0	0	154
Course failure in Math	0	4	13	21	25	15	4	0	0	0	0	0	0	82
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	16	7	9	11	2	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	5	4	12	1	0	0	0	38
FY20 ELA Winter Diag Level 1 & 2	0	0	0	49	59	45	13	9	16	0	0	0	0	191
FY20 Math Winter Diag Level 1 & 2	0	0	0	38	48	46	22	10	12	0	0	0	0	176

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	0	5	14	24	30	33	11	12	5	0	0	0	0	134

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	1	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/25/2020

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	
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

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
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	5	1	3	1	6	4	0	0	2	0	0	0	0	22
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%				
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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					
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%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

When reviewing the data from the FY2019 FSA and the FY2020 Diagnostics the area that stands out the most is 5th Grade ELA and Math including SWD in both ELA and Math. One of the major concerns in this areas was teacher capacity. Some of the teachers had lack of understanding of standards (whole group/small group/planning). Several measures were put in place for the FY2020 school year, and there was improvement in 5th grade based on the FY2020 Winter Diagnostics. (+16 in ELA & +8 in Math). In addition, there was a concern with scheduling of the ESE support services. The schedule for the FY2021 school year has been revamped to support the scheduling of our ESE students. We have also implemented within our PLC meetings several strategies and teaching tools to assist with our ELA scores. (Close Reading, Sadlier Publishing, Top Score Writing). In math we follow a station based approach where the students can work in small groups and receive direct one on one instruction from the teachers.

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

For the FY19 FSA 5th Grade Science (15% drop). Our students were only at 40% proficient. Some of the major factors that contributed to the decline was lack of text aligned to the standards that was not supported by new science textbook. There were several new teachers to the grade level who needed additional support with planning for instruction. Our SWD were below the 40% proficiency rate. During the FY2020 winter diagnostics there was growth with our 5th grade science (+12%). Additionally, since FY2020 was our first year with 8th grade science when you factor both 5th grade and 8th grade into the total we would have been up by (+20). This year we have recreated our master schedule looking at our 5th Grade science as a 5-8 model. Our middle school teachers will be supporting and teaching our 5th grade students in science. Our SWD will also be provided with small group instruction during the science block to provide additional support.

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.

For the FY19 FSA 5th Grade Science (15% drop). Our students were only at 40% proficient. If you look at the historical data there was a 5 year period of science scores dropping. Some of the major factors that contributed to the decline was lack of text aligned to the standards that was not supported by new science textbook. There were several new teachers to the grade level who needed additional support with planning for instruction. Our SWD were below the 40% proficiency rate. During the FY2020 winter diagnostics there was growth with our 5th grade science (+12%). Understanding of the intent of the standards. These will be key areas during PLC meetings. Additionally, all ESE support teachers need to be a part of the PLC process to make sure all students' are being exposed to grade level standards.

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

As a whole Hidden Oaks K-8 school gained +71 points during the FY2019 FSA. However, the overall school grade remained a C. During the FY2020 school year many measures were put in place to increase the growth. At the mid point of the FY2020 school year there were some major increases based on the FY2020 diagnostics.

Key Increases FSA 2019:

4th Grade ELA (9% increase) Elementary Level
6th Grade ELA (17% increase) Middle School Level

** Based on our FY 2020 Diagnostics there was significant growth from the 2019 FSA**

3rd Grade ELA + 4%
4th Grade ELA + 2%
5th Grade ELA +16%
3rd Grade Math + 3%
4th Grade Math + 12%
5th Grade Math + 8%
Science (5 & 8) + 12%

There was also significant growth with our SWD cell. Specifically, looking at our 5th grade students. The FSA math SWD was at 36%, however; based on the FY2020 Diagnostics that increased to 46%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The first area of concern would be our ELA and Math students in the (lowest 25%). Although, we are moving in the right direction based on the FY2020 diagnostics we did not get a clear picture of what the growth would be for the students in this category. So the key is making sure our students are working towards proficiency along with showing growth.

The second area of concern is following up with all of our SWD. It is critical to make sure their data is reviewed and there is a plan in place to show growth of all of the students. The revamped master schedule which follows Elementary (K-4) and Middle (5-8) has enhanced the time teachers will have to support our SWD.

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

Below are the key areas that at Hidden Oaks K-8 we will be looking to increase during the FY2021 school year.

1. Math low 25% - this is key because we were significantly below where we should be for this category. We have put many measures in place to assist with the students in this category. (Tutorial, double down groups, math minutes, teacher based small groups, math resources).
2. ELA low 25% - this is key because this area was significantly below where our target is for this category. We have put many measures in place to assist with the students in this category. (Sadlier Publishing - progress books, close reading strategies & books, top score writing program, reading plus grades 5-8, double down groups, teacher based small groups (each student receives at least 1 small group during the ELA block).
3. Science (5th & 8th) - This was an area of concern over a period of time. Having the 5-8 model in place which will allow our middle school teachers to assist with science should help the level of instruction. In addition, we have revamped our STEAM lab to provide more rigor for our students.
4. 5th Grade (ELA & Math) - Since FY2020 we have revamped our teaching roster for 5th grade. The team showed a great deal of growth on the FY2020 diagnostics and the team is similar with additional science support for FY2021.
5. Math Learning Gains - Overall our math was low school wide. We have put many measures in place to assist with our overall math performance. Some of the key areas is our strategic scheduling that will provide support to all students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	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.
Description and Rationale:	
Measurable Outcome:	The SWD subgroup will increase from 36% (FSA 2019) to 50% (FSA 2021) by the end of the FY2021.
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) & Sadler Publishing (Progress Books) 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 Steps to Implement

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. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.
Measurable Outcome:	Students in grade 3 will show growth with an increase from 51% (2019 FSA) to 58% by the end of FY2021. During the winter diagnostics students in grade 3 increased from 51% (2019 FSA) to 55% during the FY 2020 winter diagnostics.
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 Steps to Implement

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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

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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:

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- History of the United States**
- Principles of Agriculture**

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Hidden Oaks K-8 school we strive to ensure that we have a positive school culture and environment that reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, and a culture that values trust, respect and high expectations. In order to meet the expectations that we have in place it is important to get the involvement of all stakeholders. Within this past school year we have worked with our stakeholders to meet several goals.

1. Hidden Oaks K-8 was recognized as a "Gold" school of excellence by the positive behavior support program.
2. Hidden Oaks K-8 was recognized as a "No Place for Hare" by the anti-defamation league.
3. Hidden Oaks K-8 implemented National Junior Honor Society for our middle school students. Elementary students will be inducted this fall. Additionally, we have 9 week ceremonies for our middle school students to celebrate honor roll along with significant student growth from each 9 week period.
4. We have a strong working relationship with our PTSA.
5. We have monthly "hawk awards" where we celebrate student success based on the 9 character traits.
6. As a steam choice school we offer a wide variety of steam activities. We have a steam teacher on the fine arts wheel and this is also an elective choice for our middle school students. We have several steam clubs for our elementary and our middle school students. We also offer a scheme club for both elementary and middle school. Within our science classes several of the teachers use the "walking classroom" for science based lessons. Other teachers have different robots to include robotic lessons within their curriculum daily.
7. All of our middle school students are at least in 2 advance classes. At Hidden Oaks K-8 we believe in ensuring that we are offering a high quality of education for all of our students.
8. We have implemented a 5-8 model of instruction for our students this year. Several of our 5th grade students are transitioning into some of our middle school classes. This has also increased the level of rigor and instruction being provided to all of our students. Within this model some of our 7th and 8th grade students are also taking high school courses (Algebra 1 & Geometry).

Additionally, we have an active SAC community which assists with our overall parent communication at our school. Our SAC was involved in the planning for our School improvement plan. Our SAC team also collaborates on many school based topics that are key to the our overall educational needs at Hidden Oaks K-8. We have a great team that works hard with one another to strive for success with all of our students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	510-Supplies	0011 - Hidden Oaks K 8	School Improvement Funds	793.5	\$3,000.00
<i>Notes: Supplies will be used for (Spire & Foundation kits for our SWD).</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	500-Materials and Supplies	0011 - Hidden Oaks K 8	School Improvement Funds	793.5	\$3,000.00
<i>Notes: Supplies will be used to purchase (ELA/ Sadler Publishing Books for our 3rd grade students.</i>						
Total:						\$6,000.00