Hidden Oaks K 8

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 9/7/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 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%)
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	

* 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

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	69%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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.

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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	Position Title	Job Duties and Responsibilities
Bremekamp, Shari	Principal	As the principal of Hidden Oaks K-8 school, the principal manages and supervises all aspects of the educational program. First and foremost the principal is responsible for the instructional delivery for all students. The principal is the decision maker in regards to the master schedule, the teacher evaluation and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordinator, hiring new teachers and school improvement activities. The principal also manages and supervises the business side of the school. The principal is responsible for all budgetary decisions and contracts. Additionally responsibilities listed below: * Deliberate practice for all instructional staff * Discipline referral monitor * Employee Building Council * School Advisory Council * School Safety * School/ Community Facilitate * School of the Arts Foundation
Schroeder, Chris	Assistant Principal	As the assistant principal of Hidden Oaks K-8 school, Mr. Schroeder manages and supervises all aspects of the educational program. Mr. Schroeder is responsible for the instructional delivery for all students. Mr. Schroeder works with the principal in the decision maker in regards to the master schedule, the teacher evaluation and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordinator, hiring new teachers and school improvement activities. The principal also manages and supervises the business side of the school. Additionally responsibilities listed below: * Deliberate practice for all instructional staff * Discipline referral monitor * Employee Building Council * School Advisory Council * School Safety * School/ Community Facilitate * School of the Arts Foundation
Rundle, Stacy	Dean	As the dean of students Ms. Rundle works with the safety and instructional aspects of the school. * Works with K-8 Literacy * Works with student discipline * Coaches & mentors teachers * Coaches and mentors students.
Benson, Jessica	Reading Coach	As the reading SAI teacher, Mrs. Benson works closely with all teachers in regards to our literacy department. * Small group instruction 3rd grade * Small group instruction 2nd grade * SBT interventions * Works with the general education teachers to analyze

Name	Position Title	Job Duties and Responsibilities
		data for tier 2 and tier 3 students. Interventions are determined based on this data. * LLI Groups * Spire Groups * Actively participates in SBT meetings along with the referral process and interventions.
Kramer, Michele	Teacher, ESE	As the reading ESE coordinator Ms. Kramer works closely with all teachers and students in our ESE department. * Actively participates in SBT meetings along with the referral process and interventions. * Works with all general education teachers to collaborate with the ESE teachers to work on the students individual plans. * SBT interventions (Groups) * Works with the general education teachers to analyze data for tier 2 and tier 3 students. Interventions are determined based on this data. * Small group instruction (math)
Smith, Jayson	Teacher, ESE	As the reading Crisis Intervention Teacher and School Based Team coordinator Mr. Smith works closely with all teachers and students in our ESE department along with all teachers who have students going through the SBT process. * Actively participates in SBT meetings along with the referral process and interventions. Works with all teachers to update interventions as needed. * Works with all general education teachers to collaborate with the ESE teachers to work on the students individual plans. * SBT interventions (Groups) * Works with the general education teachers to analyze data for tier 2 and tier 3 students. Interventions are determined based on this data. * Small group instruction

Demographic Information

Principal start date
Tuesday 9/7/2021, 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.*
1

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.*
0

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school

770

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	84	97	108	128	99	117	57	41	40	0	0	0	0	771
Attendance below 90 percent	0	15	15	18	18	16	9	0	0	0	0	0	0	91
One or more suspensions	0	0	2	0	1	1	2	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	8	5	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	5	1	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	13	38	8	3	7	0	0	0	0	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	13	38	8	3	7	0	0	0	0	76
Number of students with a substantial reading deficiency	0	13	30	56	44	29	6	0	0	0	0	0	0	178
FY21 ELA Winter Diag Level 1 & 2	0	0	0	42	44	55	21	17	20	0	0	0	0	199
FY21 Math Winter Diag Level 1 & 2	0	0	0	59	37	45	20	17	23	0	0	0	0	201

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	8	14	41	33	33	7	4	2	0	0	0	0	142

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	2	1	1	9	3	11	6	6	4	0	0	0	0	43
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

Wednesday 7/21/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	56%	61%	50%	55%	60%
ELA Learning Gains				56%	58%	59%	53%	56%	57%
ELA Lowest 25th Percentile				51%	55%	54%	49%	51%	52%
Math Achievement				53%	53%	62%	52%	52%	61%
Math Learning Gains				49%	55%	59%	47%	54%	58%
Math Lowest 25th Percentile				39%	52%	52%	40%	49%	52%
Science Achievement				41%	45%	56%	48%	49%	57%
Social Studies Achievement				68%	75%	78%		72%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	51%	54%	-3%	58%	-7%
Cohort Comparison						
04	2021					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-51%				
05	2021					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-56%				
06	2021					
	2019	65%	58%	7%	54%	11%
Cohort Comparison		-48%				
07	2021					
	2019	54%	53%	1%	52%	2%
Cohort Comparison		-65%				
08	2021					
	2019					
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	65%	-8%	62%	-5%
Cohort Comparison						
04	2021					
	2019	46%	67%	-21%	64%	-18%
Cohort Comparison		-57%				
05	2021					
	2019	44%	65%	-21%	60%	-16%
Cohort Comparison		-46%				
06	2021					
	2019	69%	60%	9%	55%	14%
Cohort Comparison		-44%				
07	2021					
	2019	35%	35%	0%	54%	-19%
Cohort Comparison		-69%				
08	2021					
	2019	95%	64%	31%	46%	49%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	51%	-9%	53%	-11%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-42%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	72%	-4%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

At Hidden Oaks K-8 we use a wide variety of tools to progress monitor our students in the School Based Team Process. Below are some of the tools that are used to assist with progress monitoring:
* iReady
* FSQ & USA

* Achieve 3000
* Reading Plus
* easyCBM
* Fastbridge

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	53%	61%
	Economically Disadvantaged	48%	48%	54%
	Students With Disabilities	22%	22%	46%
	English Language Learners	15%	36%	76%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	53%	67%
	Economically Disadvantaged	54%	65%	65%
	Students With Disabilities	28%	32%	46%
	English Language Learners	43%	53%	69%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	56%	62%
	Economically Disadvantaged	48%	56%	62%
	Students With Disabilities	28%	36%	50%
	English Language Learners	20%	27%	62%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	66%	72%
	Economically Disadvantaged	60%	64%	62%
	Students With Disabilities	50%	54%	58%
	English Language Learners	45%	56%	62%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	50%	52%
	Economically Disadvantaged	48%	50%	52%
	Students With Disabilities	34%	46%	45%
	English Language Learners	43%	46%	48%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50%	54%	58%
	Economically Disadvantaged	50%	54%	58%
	Students With Disabilities	48%	53%	56%
	English Language Learners	40%	47%	51%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%	52%	42%
	Economically Disadvantaged	42%	52%	42%
	Students With Disabilities	40%	48%	38%
	English Language Learners	40%	52%	41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48%	54%	38%
	Economically Disadvantaged	48%	54%	38%
	Students With Disabilities	48%	48%	31%
	English Language Learners	48%	56%	35%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	54%	56%
	Economically Disadvantaged	50%	54%	56%
	Students With Disabilities	34%	46%	41%
	English Language Learners	34%	56%	49%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40%	51%	38%
	Economically Disadvantaged	40%	41%	38%
	Students With Disabilities	35%	41%	28%
	English Language Learners	40%	45%	38%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	45%	50%	36%
	Economically Disadvantaged	45%	50%	36%
	Students With Disabilities	49%	55%	35%
	English Language Learners	30%	46%	36%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	52%	53%
	Economically Disadvantaged	50%	52%	53%
	Students With Disabilities	45%	45%	45%
	English Language Learners	50%	55%	65%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%	48%	51%
	Economically Disadvantaged	46%	48%	51%
	Students With Disabilities	40%	44%	48%
	English Language Learners	46%	46%	46%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	49%	51%
	Economically Disadvantaged	45%	49%	51%
	Students With Disabilities	40%	44%	48%
	English Language Learners	40%	44%	52%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	36%	17%
	Economically Disadvantaged	34%	36%	20%
	Students With Disabilities	30%	28%	12%
	English Language Learners	62%	82%	45%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	70%	73%
	Economically Disadvantaged	67%	70%	73%
	Students With Disabilities	62%	64%	67%
	English Language Learners	46%	66%	73%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	60%	67%
	Economically Disadvantaged	56%	60%	67%
	Students With Disabilities	56%	56%	56%
	English Language Learners	50%	50%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	48%	52%
	Economically Disadvantaged	48%	48%	48%
	Students With Disabilities	36%	36%	42%
	English Language Learners	61%	61%	61%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	50%	59%
	Economically Disadvantaged	50%	50%	59%
	Students With Disabilities	48%	56%	56%
	English Language Learners	50%	50%	50%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	53	53	29	36	65	19	70			
ELL	39	66	50	22	25	27	8				
ASN	55			43	40						
BLK	49	53	21	33	23	26	38	81	73		
HSP	46	59	56	42	27	20	38	54	62		
MUL	38	33		50	58		30				
WHT	69	70	77	56	42	60	42	92	65		
FRL	46	52	48	36	25	30	31	73	69		
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	40
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
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	44
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	42
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	64
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Writing - when looking at our writing scores those grade levels that used full implementation of the top score writing program had a higher proficiency level. For instance 4th Grade 9% proficient and 5th Grade was at 58% proficient.

Reading - there was an increase in all reading proficiency levels across all grade levels (3-8) except 4th grade there was a 10% decline.

Math - there was a drop in all subject areas in math. 3rd grade math was not a significant decrease. There was also a 1% increase in 5th grade math.

Science - The overall proficiency increased in science to 48% from 44%. However, 5th grade science did drop from 44% to 36%. This was the first year for 8th grade science which started at 56%.

Civics - Increased from 68% to 73% proficient.

When lookin gat specific subgroups our SWD are not showing improvements in proficiency or learning gains.

In addition, there was also a significant drop with our students who take the FSAA assessment in ELA. 85% to 45% proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

One area of concern is third grade reading that only 52% of our students are proficient. Additionally, about 20% scored level 1 on the previous FSA. In order to address this concern we will be working on the following items. First, iReady will be a computer based rotation in all ELA blocks. Information from the iReady toolkit will be used as scoop and sequence for our teachers to follow within small groups. All teachers and resource teachers in third grade have received professional development on close reading strategies and this will be incorporated daily into the ELA block. All third grade students have received progress books which work on close reading and standards based skill instruction. Lastly, we have also put an emphasis on vocabulary. In addition to purchasing vocabulary books teachers have also incorporated a language/ vocabulary section within the ELA block.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The results in third grade reading have stayed around 50% proficient. There was not a statistical increase. When reviewing data we know that we have to increase our focus on K-2 literacy. As we continue to put resources into those grades it will assist with third grade reading. With the focus that will take place on close reading & vocabulary these are key areas that when reviewing the item specifications we need to increase in our ELA scores for third grade. The additions to the day to day literacy block will need to be monitored by administration to ensure the full intent of the block is being taught.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When reviewing the data from the previous state assessment we did see an increase in the area of text based writing for grades 5-8. There was an increase in these items based on the specific instruction that was put in place with the use of top score writing. Fifth grade increased from 38% to 56% since the last FSA. Fourth grade who did not fully implement this program was only at 9% proficient in this area on the FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Standards based instruction will be the key factor. To ensure professional development takes place for teachers to fully understand the full intent of the standards. Other components that will assist with progress monitoring are listed below:
1. iReady
2. Double down instruction (students rotating from small group to small group)
3. Close Reading
4. Sadiler Resources (progress & vocabulary)
5. iReady tool kit

What strategies will need to be implemented in order to accelerate learning?

Differentiated instruction which will enhance the instruction in all aspects of the class.
Professional development will be provided in key areas of instruction (Reading & Writing). This will help teachers be trained on the key components needed for the students to be successful.
Vertical planning across grade levels will take place so each grade level can share their feedback to better meet the needs of all students.
Technology will be used to enhance and increase the overall instruction within the classroom setting.
Teacher collaboration will take place via team meetings and during PLC meetings.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development for this school year has been outlined based on the school needs...
1. Writing PD - teachers will be trained in top score writing. They will also be involved in vertical planning/ grading of writing assignments across grade levels.
2. Reading PD - K-2 teachers will be working on the new benchmark program. All teachers will also participate in a close reading training. Additionally, intermediate grades will be trained in sadlier materials.
3. Science PD - will focus on science journaling. Science journaling will take place across all grade levels K-8.
4. Math PD - cross grade level discussions on the missing skills students lost during the pandemic. In addition, trainings will take place for small group instruction strategies for math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have many areas of focus to ensure our students are on a path to future success:
1. Social emotional learning - with the implementation of SEL in all grades. Additionally, having guidance as a fine arts rotation.
2. Teachers are disaggregating data during PLC's. They will use this information to target areas of weakness and how to plan for successful instruction. This will assist in all areas (ELA, Math, Science & Civics).
3. Increase usage of iReady, Successmaker & Reading Plus... All students will complete at least 45 minutes weekly. This will assist with (ELA & Math).
4. Top Score writing implementation that is being implemented in grades 2-8. This will assist in increasing the writing score across all grade levels. This will also assist with all students learning how to plan and prepare for implementation of writing.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As a school we are always looking to improve our proficiency for all areas across language arts. Specifically, when looking at our third grade data we need to increase the percent of students who are on grade level. For the FY21 school year we were at 52% proficient in third grade reading. This percentage was below the district and the strategic plan of 75%.
Measurable Outcome:	Third grade reading proficiency will increase from 52% during the 2021 school year to 62% by the end of the 2022 school year based on the FSA.
Monitoring:	Third grade reading proficiency will be monitored by administration along with the leadership to ensure the following is taking place. Small group instruction, close reading, the use of the school based sadiler materials, progress books, the iReady tool kit, vocabulary and top score writing. The leadership team will monitor this by reviewing the instructional focus calendars, walkthroughs, data chats (students & teachers), along with informal observations.
Person responsible for monitoring outcome:	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Evidence-based Strategy:	We have implanted a close reading program that coupled with our district reading program which provides extra support in literacy comprehension and vocabulary instruction. In addition, the teachers will be using iReady for small group direct instruction with the students.
Rationale for Evidence-based Strategy:	To meet the specific needs of our students at Hidden Oaks K-8 we need to provide support to our students in the area of test taking strategies, comprehension and vocabulary acquisition to be successful on the FSA. This was determined by previous assessments and overall school trends over time.

Action Steps to Implement

We have implanted a close reading program that coupled with our district reading program which provides extra support in literacy comprehension and vocabulary instruction.

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

The teachers will be using iReady for small group direct instruction with the students. This is a research based method that will assist with the instruction.

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the FY2021 FSA only 42% of our students in grades 4-8 were proficient scoring a level 7 or higher on the writing section of the FSA. When reviewing the data specifically for the writing section of the FSA there was evidence that this was an area where scores appeared to be lower in the reading assessment. Only 9% of our fourth grade students scored a level (7) or higher on this section of the assessment.
Measurable Outcome:	During the FY2021 school year 42% of our students were proficient on the writing section of the FSA. The target is for 62% of our students in grades 4-8 to be proficient by the end of the FY2022 school year.
Monitoring:	Writing proficiency will be monitored by administration along with the leadership to ensure the following: * Administration will review writing samples * Student data will be reviewed with students (data chats) * Student data will be reviewed with teachers during (data chats) * Implementation of the top score program across grades 2-8.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	By using the seven evidence based strategies for writing (activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing) within each ELA block.
Rationale for Evidence-based Strategy:	These strategies have been researched and developed to increase the students level of proficiency in writing.

Action Steps to Implement

We have implemented a writing focused program that will be outlined across grades 2-8. Top score writing will assist with the implementation of the writing process along with having a standard planning formula for the students.

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

Writing will be a part of each professional development this school year. Teachers will be working with understanding the writing process along with explicit instruction in transcription skills (i.e. spelling and handwriting) and teaching writing strategies.

Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	During the FY2021 school year our overall school proficiency level for ELA was 56%. However, our fourth grade was only at 42% proficient which was significantly below our school average. Our school target is 62% of all students in the area of reading will be proficient in grades 3-8 by the end of the school year FY2022.
Measurable Outcome:	During the FY2022 school our fourth grade students will increase in the ELA section of the FSA from 42% to 51%.
Monitoring:	Fourth grade ELA proficiency will be monitored by administration along with the leadership to ensure the following is taking place: Small group instruction, close reading, the use of the school based sadiler materials, progress books, the iReady tool kit, vocabulary and top score writing. The leadership team will monitor this by reviewing the instructional focus calendars, walkthroughs, data chats (students & teachers), along with informal observations.
Person responsible for monitoring outcome:	Shari Bremekamp (shari.bremekamp@palmbeachschools.org)
Evidence-based Strategy:	We have implanted a close reading program that coupled with our district reading program which provides extra support in literacy comprehension and vocabulary instruction. In addition, we have also incorporated the top score writing program into our fourth grade classes. In addition to the close reading all students will have the opportunity to work in small groups with the classroom teacher or a resource teacher for double down instruction. Within these small groups the teachers will specifically be using iReady based on the specific needs of the groups.
Rationale for Evidence-based Strategy:	To meet the specific needs of our students at Hidden Oaks K-8 we need to provide support to our students for in the area of test taking strategies, comprehension and vocabulary acquisition to be successful on the FSA. This was determined by previous assessments and overall school trends over time.

Action Steps to Implement

The teachers will be using iReady for small group direct instruction with the students. This is a research based method that will assist with instruction.

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

We have implanted a close reading program that coupled with our district reading program which provides extra support in literacy comprehension and vocabulary instruction

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When reviewing the discipline data at Hidden Oaks K-8 school, it is reported that for every 100 students we have a discipline incident for every 0.5 students. Compared to other K-8 schools across the state of Florida we are in the "low category". There was a total of 18 suspensions reported for the FY2021 school year. We were below the state in the area of drug or public orderly concerns based on the discipline data as we reported 0 incidents in that area. An area of concern that will be monitored for this school year is in regards to physical aggression incidents. Most of the discipline data shows that this was the highest area of concern on our discipline data. In order to assist with this our Positive Behavior Support Team has worked with the staff to train them on major/ minors in regards to behaviors. We have also trained our student ambassadors on how to handle situation as it is brought to their attention. Our ambassadors include students in grades 4-8.

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.

Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond. In addition, for the past two school years we have been recognized as a Gold School Award recipient for our School-wide Positive Behavior support team and program.

We also have been designated a No Place for Hate by the aniti-deflmation league which our student ambassadors assisted in the implementation.

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. In addition, at Hidden Oaks K-8 school we implement monthly hawk awards which recognize students who achieve these measures.

Since we are a K-8 school we consider many ways to honor student work and to create meaningful opportunities for students to share that work with their families.

State Mandate aimed at integrating culturally appropriate content in textbooks and instructional materials.
(g) The history of the Holocaust
(h) The history of African Americans
(p) The study of Hispanic contributions to the United States.
(q) The study of women's contributions to the United States.
(t) The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Hidden Oaks K-8 school all stakeholders assist with the positive culture and environment at the school.

Instructional staff members assist with the implementation of the key items listed above. They work to ensure that we have a positive culture and environment at Hidden Oaks K-8.

Non-Instructional staff members also work to assist with implementation of the items listed above.

School Advisory Council - Aligned SAC partnership with schools, school improvement and the recognition & appreciation of multicultural diversity.

Student government also works with the student population to ensure that our school has a positive culture and environment. They worked to have our school designated a No Place for Hate by the aniti-deflmation league which our student ambassadors assisted in the implementation along with our student government.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
		Total:	$0.00