

The School District of Palm Beach County

Hidden Oaks K 8



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 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	2021-22: A (67%) 2018-19: C (51%) 2017-18: C (48%)
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	N/A
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		C	C

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bremekamp, Shari	Principal	<p>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:</p> <ul style="list-style-type: none"> * Deliberate practice for all instructional staff * Discipline referral monitor * Employee Building Council * School Advisory Council * School Safety * School/ Community Facilitate
Budjinski, Shannon	Assistant Principal	<p>As the assistant principal of Hidden Oaks K-8 school, Mrs. Shannon Budjinski manages and supervises all aspects of the educational program. Mrs. Budjinski is responsible for the instructional delivery for all students and works with the principal as 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. Additionally responsibilities listed below:</p> <ul style="list-style-type: none"> * Deliberate practice for all instructional staff * Discipline referral monitor * School Safety * School/ Community Facilitate * Implementation of STEAM Program * Works Collaboratively with staff and community stakeholders with the development of the SIP * Serves as the Point of Contact for the District Accreditation * Oversees and supports non-instructional staff (Assistant Behavior Needs Paraprofessionals, Custodial Staff)
Rundle, Stacy	Dean	<p>As the dean of students Ms. Rundle works with the safety and instructional aspects of the school.</p> <ul style="list-style-type: none"> * Choice Program Coordinator * SAC Chairperson * Works with student discipline * Coaches & mentors teachers * Coaches and mentors students.
Benson, Jessica	Reading Coach	<p>As the reading SAI teacher, Mrs. Benson works closely with all teachers in regards to our literacy department.</p> <ul style="list-style-type: none"> * Small group instruction 2nd-4th Grades

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Supports students with reading deficiencies * SBT interventions * Works with the general education teachers to analyze data for tier 2 and tier 3 students. Interventions are determined based on this data. * LLI Groups * Actively participates in SBT meetings along with the referral process and interventions.
Kramer, Michele	Teacher, ESE	<p>As the Crisis Intervention Teacher and School Based Team coordinator Ms. Kramer works closely with all teachers and students in our ESE department along with all teachers who have students going through the SBT process.</p> <ul style="list-style-type: none"> * 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
Fedena, Gina	Teacher, ESE	<p>As the ESE coordinator Ms. Fedena works closely with all teachers and students in our ESE department.</p> <ul style="list-style-type: none"> * Actively participates in SBT meetings. * Supports students with disabilities by facilitating IEP meetings, supporting teachers with creating and implementing IEP goals, generating reports in EdPlan, and offering support to families. * SBT interventions (Groups) * Coordinates services for students with disabilities. * Supports instructional staff with implementing instructional strategies for teaching and learning.

Demographic Information

Principal start date

Sunday 7/1/2018, Shari Bremekamp

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

784

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	102	86	95	127	107	106	60	64	37	0	0	0	0	784
Attendance below 90 percent	0	19	23	22	20	18	9	4	0	0	0	0	0	115
One or more suspensions	0	2	0	1	1	1	1	3	2	0	0	0	0	11
Course failure in ELA	0	6	27	33	30	38	2	0	0	0	0	0	0	136
Course failure in Math	0	4	15	28	26	13	3	0	0	0	0	0	0	89
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	13	16	11	6	3	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	16	18	17	7	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	13	20	22	15	12	4	0	0	0	0	86

Using the table above, complete the table below with the number of students by current grade level who have 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	6	17	27	28	27	12	4	2	0	0	0	0	123

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	13	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/23/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	52%	55%				53%	56%	61%
ELA Learning Gains	66%						56%	58%	59%
ELA Lowest 25th Percentile	48%						51%	55%	54%
Math Achievement	61%	45%	42%				53%	53%	62%
Math Learning Gains	72%						49%	55%	59%
Math Lowest 25th Percentile	72%						39%	52%	52%
Science Achievement	46%	48%	54%				41%	45%	56%
Social Studies Achievement	87%	57%	59%				68%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	54%	-3%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-51%				
05	2022					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-56%				
06	2022					
	2019	65%	58%	7%	54%	11%
Cohort Comparison		-48%				
07	2022					
	2019	54%	53%	1%	52%	2%
Cohort Comparison		-65%				
08	2022					
	2019					
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	65%	-8%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	46%	67%	-21%	64%	-18%
Cohort Comparison		-57%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	65%	-21%	60%	-16%
Cohort Comparison		-46%				
06	2022					
	2019	69%	60%	9%	55%	14%
Cohort Comparison		-44%				
07	2022					
	2019	35%	35%	0%	54%	-19%
Cohort Comparison		-69%				
08	2022					
	2019	95%	64%	31%	46%	49%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	51%	-9%	53%	-11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-42%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	72%	-4%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	43	29	39	59	50	39				
ELL	44	57	46	44	60	52	25				
ASN	47	81		68	81		25				
BLK	57	61	45	54	66	55	36	79	86		
HSP	64	66	57	60	71	87	42	80			
WHT	65	71	25	67	81	100	69	100	88		
FRL	55	64	49	54	68	68	37	86	86		
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				
ASN	76	57		71	57						
BLK	46	57	57	43	43	34	35	47			

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
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			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
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	60

Asian Students	
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	58
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	65
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	74
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When looking at our overall data and comparing FY2022 to FY2019 we see the following:

FY2022 FY2019

Achievement LG L25 Achievement LG L25

ELA 61 66 48 53 56 51

Math 61 72 72 53 49 39

Science 46 41

Civics 87 68

MS Accel 89 69 (2021)

FY2022 FY2019

Achievement Achievement

ELA

3 55 51

4 75 49

5 49 48

6 67 65

7 71 54

8 53 48

Math

3 57 58

4 75 46

5 48 44

6 66 69

7 54 35

8 75 46

Algebra I 100 95

Science

5 41 42

8 50 58 (2021)

When looking at the data above we see that we have a lot of things to be proud of. Our school has demonstrated significant growth in all content areas except for science. The data shows significant growth in ELA, in grades four, and seven. In mathematics the data shows significant growth in four, seven and eight. In addition, Civics proficiency has shown an upward trend for the last few years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data shows that there is a need for growth in third grade ELA proficiency and our lowest 25%. We showed growth, however our scores are not where we want them to be. We noticed an increase in the amount of students scoring a level 1 in 2022 compared to 2019, in third grade.

Our science scores for grades 5 and 8 have remained stagnant, showing very little improvement.

Although we showed improvement from FY2021 to 2022 in the subgroup of Students with Disabilities, they are currently at 42% FPPI, which indicates a need for targeted instructional best practices.

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

After reviewing the data, it was noted that, the sub-category of Key Ideas and Details is an area in need of most improvement. Teachers will be focusing on best practices and strategies, in order to strategically

strengthen foundational reading skills. Teachers in kindergarten through 2nd grade will also focus on strengthening foundational reading skills while teaching students reading skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When looking at the data above we see that we have a lot of things to be proud of. Our school has demonstrated significant growth in all content areas except for science. The data shows significant growth in ELA, in grades four, and seven. In mathematics the data shows significant growth in four, seven and eight. In addition, Civics proficiency has shown an upward trend for the last few years.

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. Sadlier Resources (Progress & Vocabulary)
5. LLI (Leveled Literacy Instruction)
6. Top Score Writing

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. 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 during common planning.

Taking a deeper dive into student data to identify students to be placed into advanced learning/Honors coursework.

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 Digital Resource. They will also be involved in vertical planning/ grading of writing assignments across grade levels.
2. Reading PD - K-8 teachers will be provided opportunities for professional development on BEST.
3. Science and Social Studies PD - will focus on interactive science notebooks and content literacy strategies.
4. Math PD - K-8 teachers will be provided opportunities for professional development on BEST.

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 collaborative planning. They will use this information to

- target areas of weakness and how to plan for successful instruction. This will assist in all content areas.
3. Increase usage of iReady, IXL & Reading Plus. All students will complete a minimum of 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>When looking at and comparing our data from FY2022 to FY2019 we see the following:</p> <p>FY2022 FY2019</p> <p>Achievement LG L25 Achievement LG L25</p> <p>ELA 61 66 48 53 56 51</p> <p>FY2022 FY2019</p> <p>Achievement Achievement</p> <p>ELA</p> <p>3 55 51</p> <p>4 75 49</p> <p>5 49 48</p> <p>6 67 65</p> <p>7 71 54</p> <p>8 53 48</p> <p>FY2022 FY2019</p> <p>Achievement Achievement</p> <p>Science 46 41</p> <p>5 41 42</p> <p>8 50 58 (2021)</p> <p>When looking at the data we see that we have a lot of things to be proud of. However, as a school aligned to the District's Strategic Plan, we want to ensure all students engage in teaching and learning that results in academic excellence. Our instructional priority is delivering content, concept, or skill that is aligned to the benchmark and intended learning.</p> <p>Our school has demonstrated significant growth in all content areas except science. The data shows significant growth in ELA, grades four, and seven. The data shows that there is a need for growth in third grade ELA proficiency and our lowest 25%. We noticed an increase in the amount of students scoring a level 1 in 2022 compared to 2019, in third grade.</p> <p>Our science scores for grades 5 and 8 have remained stagnant, showing little improvement.</p> <p>Although we showed improvement from FY2021 to 2022 in the subgroup of Students with Disabilities, they are currently at 42% FPPI, indicating a need for targeted instructional practices.</p> <p>In turn, we also want to provide opportunity for enrichment. The Cambridge English courses will provide coverage of required standards with a more global approach. Our plan is to begin the implementation of the lower secondary program in the fall of 2023.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>February 2023 May 2023</p> <p>Student Learning Outcomes 3% growth in all content areas 5% growth in all content areas</p> <p>Teaching Practice Outcome</p> <p>By February of 2023, 50% of our teachers will effectively utilize the Gradual Release Model of Instruction.</p> <p>By May of 2023, 75% of our teachers will effectively utilize the Gradual Release Model of Instruction.</p>

**Monitoring:
Describe how this
Area of Focus will be
monitored for the
desired outcome.**

ELA proficiency will be monitored by administration along with the leadership to ensure the following is taking place. Small group instruction, Close reading strategies, the use of the school based Sadlier resources (Progress workbooks and Vocabulary), and Top Score Writing. The leadership team will monitor this by reviewing the instructional focus calendars, conducting walkthroughs with actionable feedback, student and teacher data chats.

**Person responsible
for monitoring
outcome:**

Shari Bremekamp (shari.bremekamp@palmbeachschools.org)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for this
Area of Focus.**

1. Close Reading Strategies
2. Strategies for Writing
3. Content Literacy Strategies supporting literacy instruction across content areas
4. Differentiated small group instruction

**Rationale for
Evidence-based
Strategy:
Explain the rationale
for selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

1. Close Reading Strategies
We have implemented Close reading strategies during literacy instruction.
2. Strategies for Writing
We have also incorporated the Top Score Writing Program in grades 2-8 to support writing instruction.
Top Score Writing supports the seven evidence based strategies for writing (activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing) within each ELA block.
3. Content Literacy Strategies supporting literacy instruction across content areas ensures the use of reading strategies outside the ELA literacy block, specifically in the science and social studies content areas.
4. Differentiated small group instruction
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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Close Reading Strategies
 - A. Ensure all teachers are trained in Close Reading Strategies
 - B. Teachers will effectively utilize Close Reading in ELA, science and social studies utilizing the Gradual Release Model of Instruction.
 - C. Students utilize Close Reading Strategies when assigned a text
 - D. Monitoring will occur through the review of Instructional Focus Calendars, classroom observation walks and student work samples.

Person Responsible Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

2. Strategies for Writing
 - A. Ensure all teachers are trained in Top Score Writing grades 2-5.
 - B. Teachers will effectively utilize Top Score Writing in ELA instruction and implement Cambridge Academy writing strategies in grades 6-8.
 - C. Students utilize Top Score Writing strategies.
 - D. Monitoring will occur through the review of Instructional Focus Calendars, classroom observation walks and student work samples.

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

3. Content Literacy Strategies supporting literacy instruction across content areas

A. Ensure all science and social studies middle school teachers are trained in Content Literacy Strategies.

B. Teachers will effectively utilize Content Literacy Strategies in science and social studies.

C. Monitoring will occur through classroom observation walks and student work samples.

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

4. Differentiated small group instruction

A. Monitoring will occur through teacher data chats, classroom walkthroughs, and lesson plans.

B. Provide professional development for the planning and implementation of small group instruction.

Person Responsible Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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:

Monthly meetings are conducted by the School-wide Positive Behavior Support team. Members of the team include administration and teachers and staff. Monthly meetings are conducted to monitor the fidelity of our initiative. 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 three school years we have been recognized as a Gold School of Resilience Award recipient for our School-wide Positive Behavior support team and program.

We have been designated a No Place for Hate by the Anti-Defamation League. No Place for Hate is a student lead campaign where student leaders collaborate with peers to unite our school community and engage students and staff in active learning. Our mental health team sponsors No Place for Hate and assists with the training on tools to stomp out bullying and to provide support to students and their peers.

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. At Hidden Oaks K-8 School, teachers choose students that represent the Pillars of Character Education. The nominated students are presented with

Hawk awards each month with a description that indicates why they were selected.

Social Emotional Learning (SEL) is implemented daily in K-3 and two to three times per week in grades 4-8. Teachers and staff follow the protocols of The Morning Meeting K-8. This is our guide for planning and implementing SEL.

The School Advisory Council is comprised of school stakeholders: parents, teachers, staff, community and a student representative from middle school. SAC plays an integral part in assuring our schools alignment to the Strategic Plan ensuring academic excellence and growth for all students in an equal and equitable manner. Policy 2.09 assures that we are in compliance with state and the school board.

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 school culture and environment.

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 Anti-Defamation League which our student ambassadors assisted in the implementation along with our student government.