

Martin County School District

Hidden Oaks Middle School



2015-16 School Improvement Plan

Hidden Oaks Middle School

2801 SW MARTIN HWY, Palm City, FL 34990

homs.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	21%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	18%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hidden Oaks Middle School is committed to providing a safe and challenging learning environment which will empower all students to achieve their utmost potential. The Hidden Oaks Middle School team, along with the shared involvement of students, parents, and community, promotes the principles that assist in preparing our children to be life-long learners and contributing members of our global society.

The mission of the Martin County School District, in partnership with family and community, is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

Provide the school's vision statement

Hidden Oaks Middle School supports our district's vision of "Where Learning Has No Boundaries....." and "Everyone, Everyday, Everywhere!"

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In collaboration with our district's Student Services Department, we provide professional development in the areas of bullying prevention, sensitivity to others, and cultural awareness to all staff members. Dealing with unique student needs, individual interventions are implemented and monitored for effectiveness through Guidance and the MTSS process.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Trust and relationships are two of the most powerful elements in a school culture. The modeling of support and relationship building is paramount in our school. Teachers, Guidance, Support Staff, and Administration have open door policies for students, parents, and each other to promote an environment of caring, trust, and support.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Clear behavioral expectations are posted in each classroom and common areas throughout the school. Expectations are taught and retaught on a daily basis. Disciplinary incidents are dealt with using a progressive approach customized to each student and the incident/infraction. Training is provided during preschool days and through the year as needed for staff members.

PBIS is a program at Hidden Oaks Middle School to assist students in increasing their academic performance, maintain safety, decrease problem behavior, and to establish a positive school cultural. The process encourages staff to focus on positive behaviors as well as interventions for inappropriate behaviors.

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

Hidden Oaks Middle School's program includes a comprehensive needs assessment through our school climate survey for students, parents, and staff as well as our comprehensive review through the SAC Accreditation Process. Our comprehensive master schedule this year includes social skills classes and critical thinking and learning strategies classes to help better meet the needs of our students. State academic content standards and State student academic achievement standards are implemented, monitored, and revised to provide opportunities for all students to meet the State's proficient and advanced levels of academic achievement through effective methods and instructional strategies based on scientific research and best practices. Through the requirements of 20 U.S.C. 6314 (b)(1)(B)(iii)(I)(aa) our core academic program is strengthened and the quality of learning in our classroom is maximized. Enrichment and accelerated curriculum is provided to all of our students through core classes as well as our technical and vocational programs. Our comprehensive plan also includes recruitment and retention of highly qualified teachers, parental involvement, and programs such as MTSS, PBIS, and our Professional Learning Communities, to enhance and support all aspects of a student's school experience. We also provide all students with activities such as Fall Festival, athletic competitions, dances and after school clubs and activities to promote their social-emotional growth.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

As per State Board Policy 850, middle schools must include an Early Warning System for students needing additional academic supports. The early warning indicators include Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. If or when a student exhibits 2 or more of the indicators, the student will be referred to the school based problem solving team or MTSS team, to determine appropriate intervention strategies. Parents will be invited to attend all meetings and are considered a vital part of the problem solving process for student success.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	11	29	40
One or more suspensions	1	18	27	46
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	17	26	32	75

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	5	15	27

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Core Leadership Meetings
- Professional Learning Communities
- Multi-Tiered Student Support
- Intervention/Problem-Solving Coach
- Positive Behavior Intervention System
- Literacy Coach
- Check-in-Check-out
- Guidance
- Professional Development in Best Practices

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We will continue to provide parents with effective ongoing communication via our regularly-published "Shark Snips" newsletter, our school website which is updated daily, teacher websites (which communicate to parents and students details about classroom policies, homework, assignments and assessments), FOCUS (a web-based electronic grading system reflecting up-to-date grades and attendance) AlertNow (an automated calling system that informs parents about important information) and our Student Handbook. We also encourage involvement in a variety of events, programs and activities they can participate in throughout the school year such as parent-conferences, MTSS, School Advisory, and Parent/Teacher Association.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the Martin County Education Foundation we provide to teachers and students, the Adopt-A-Class Program, Community Resource Link, Grant Funding, and Project Support Funding. We also work collaboratively with our SAC and PTA Groups to support all aspects of our school. One of our community partners sponsors our HOMS Teacher of the Month program which celebrates our teachers' impact on students' growth. We also receive resources for staff breakfasts/luncheons, school events and Teacher Appreciation Week from our community partners and, in turn, ask our students and families to support their businesses.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
	Assistant Principal
Dailey, Michael	Assistant Principal
Ciufo, Patience	Instructional Coach
Eckler, Jeri	Principal
Aufort, Kirsten	Instructional Coach
Capley, Margaret	Instructional Media
Coleman, Kelly	Teacher, K-12
Davis, Kelsey	Teacher, K-12
McCreary, Stephanie	Teacher, K-12
Scott, Judy	Guidance Counselor
Smith, Teresita	Teacher, K-12
Starling, Landa	Guidance Counselor
Stipo, Dana	Guidance Counselor
Montague, Linda	Teacher, K-12

Duties

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

The team plays a role in developing the School Improvement Plan through collaboration and brainstorming ideas. Possible objectives/topics or areas of concern, along with ideas on how to provide support and develop strategies for accomplishment will be considered for inclusion in the SIP process. The team meets regularly with a shared vision of maintaining focus on the improvement of student learning and achievement in areas such as attendance, behavior, literacy, etc.

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

Our data-based problem solving team meets regularly to discuss students and their individual needs. Discussion and suggestions are made for new strategies to meet the needs of the identified students. The team solicits input from teachers, coaches, parents, guidance counselors, administration, as well as other professionals, as needed.

Hidden Oaks Middle school coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs.

(This example is for Title I schools only)

- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Dailey	Principal
Jeri Eckler	Principal
Stephanie Carlson	Parent
Dana Shane	Parent
Valerie Cooper	Parent
Olga Maness	Teacher
Anabella Motto	Parent
Sandra Volonino	Parent
Lynda Daniel	Parent
Karina O'Campo	Parent
Gudrun Regan	Parent
Judy Edwards	Parent
Kim Burkhamer	Parent
Susan Davison	Parent
Joi Murray	Parent
Kathy Peterson	Parent
Laura McKinney	Parent
Roseanne Cantisani	Parent
Marge Garland	Teacher
Linda Montague	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Based on the results of last school's assessment, Hidden Oaks Middle School maintained their "A" rating and grew 26 points in the overall points. Each academic area grew in points with writing being the only area that had a negative impact of -1.

Development of this school improvement plan

The group reviews the plan as presented by the principal and offers feedback as appropriate. They approve the budget aspects of the plan and offer feedback as needed. The academic PLC for each area are planning, implementing and monitoring our progress towards this year's goal. The school improvement plan is a fluid working document for all of our stakeholders.

Preparation of the school's annual budget and plan

Budget and plan for this year will support teachers' professional development and student achievement

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds will be utilized to support the on-going professional development needs of school staff: \$3,000.

Purchase of instructional materials and equipment:\$3,000

Resources, including programs for students, such as Author Talks, workshops: \$3,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Parent and community member recruitment to meet ethnicity of our minority student population.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Aufort, Kirsten	Instructional Coach
Capley, Margaret	Instructional Media
Ciufo, Patience	Instructional Coach
Dailey, Michael	Assistant Principal
McCreary, Stephanie	Teacher, K-12
Bianco, Laura	Teacher, K-12
Blackmon-Vitale, Stacie	Teacher, K-12
Carriero, Julie	Teacher, ESE
Emilianchik, Bridget	Teacher, K-12
Garland, Marorie	Teacher, K-12
Ivins, Theresa	Teacher, K-12
Jeske, Trudy	Teacher, ESE
Kingsley, Leslie	Teacher, ESE
Ramos, Lynn	Teacher, K-12
Schlamp, Dorothy	Teacher, K-12
Schneider, Debra	Teacher, K-12
Thrower, Valerie	Teacher, K-12
Tobin, Leslie	Teacher, K-12
Welchance, Tricia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT identifies literacy as a main focus of HOMS via involvement in and collaboration with: content-area and grade -level Professional Learning Communities

MTSS

Professional Development opportunities: Thinking Maps; LAFS Literacy Standards; Fluency

Planning Reading Spirit Activities

Leading Student Lunchtime Book Clubs

Leading Faculty Professional Book Clubs

Supporting the Book Drive sponsored by the PTA

Monthly Literacy Leaders Student Award and Recognition Program

Showcasing writing through a literacy magazine and other publications

PTA's Reflection Essay Contest

Hidden Oaks Mets Stars- Slide into Reading Activity for Intensive Reading Students

Author Visits

Media Center recognition of HOMS TOP READERS

Summer District Wide Reading Project

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers are working collaboratively with their departments, grade level teams and their professional learning communities to plan and drive instruction around four essential questions. What do we want our students to know? How are we going to know if the students know the content? What are we going to do if students do not know the content? How are we going to enrich learning for those that do know the content?

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The reputation of the school, staff and community goes along way with recruitment in that we generally have many applicants to choose from. As an administration we strive to hire not only an individual who is highly qualified, but an individual that exhibits the best qualities and attributes to fit our school community. We feel very strongly about our mission and vision and finding personnel who 'fit' into that big picture. Once hired, we provide a support network made up of mentors, teacher leaders, guidance counselors, coaches and administrators to provide the new teacher a strong network of experienced educators to collaborate with.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with mentors according to subject(s) taught and years of experience. Teachers host observations, model best practices, coach and sharing best practices/policies. New teachers receive training in Data analysis, FOCUS, web design, curriculum mapping, technology support, student services including, discipline and classroom management support and training. Teacher mentors work with new teachers in coordinating and creating curriculum, addressing any concerns and celebrating successes. New teachers are active participants in our school-wide PLC and collaborative teams, working on data analysis, implementing the CCSS's with lesson design and instructional support. New teachers are provided training in the teacher evaluation system, Marzano's Instructional Framework, High Effect Strategies and iObservation.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All textbook adoptions follow the state protocol which includes steps such as teacher evaluation of and public comment on all materials up for consideration. Procedures specific to Hidden Oaks Middle School include assessing all materials using the LAFS three-part definition of text complexity (qualitative, quantitative and reader & task) to ensure that all instructional materials are aligned to the rigor of the LAFS grade band complexity ranges, evaluating materials to ensure alignment to district Frameworks & Pacing Guides as well as all current standards, and appraising the materials' in relation to college and career readiness skills.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used in several ways to differentiate instruction, for example:

--The master schedule provides for every student to have an ELA block every day. Teachers follow a

framework for this block that provides weekly small group instruction (for the purpose of remediation and enrichment) in either Reading or Writing for every student.

--Grade level teams meet regularly via PLCs to engage in data discussions using data from common formative assessments to identify areas of strengths and weaknesses. Once the areas are identified, the teams collaboratively design lessons to differentiate instruction (using varied strategies & materials) as needed.

--Teachers use flexible grouping as they differentiate instruction. Groups are fluid and dynamic, changing as the needs change (determined by data).

Professional Development has been delivered and continues to be follow-up in the areas of small group instruction, differentiated instruction, learning styles, and common formative assessments. The Literacy Coach helps grade levels dissect data, design differentiated lessons, provide materials and strategies and model or co-teach lessons.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 17,000

We have morning tutoring provided by several teachers in Geometry, Spanish, ELA, and Algebra. The teachers volunteer their time to work with the students in their areas of concentration. This takes place 2-5 days per week for the entire year. In addition, we offer FSA Reading and Math tutoring in an eight week window prior to the test.

Strategy Rationale

To help students in our advanced programs be successful and confident in their ability to perform above grade level expectations.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dailey, Michael, daileym@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Informal and formal assessments provided by the teachers doing the tutoring.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Hidden Oaks Middle School works collaboratively with all of our elementary feeder schools for incoming 6th graders and all three high schools for our out-going 8th graders. Guidance Counselors work closely between all levels to ensure a smooth transition between all levels K-12. Open Houses and 6th Grade Orientations are held at Hidden Oaks during the Spring and Fall months. High schools hold Open Houses and 9th Grade Orientations are also held during the Spring and Fall months.

College and Career Readiness

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

Every student completes the Florida Choices program through their 8th grade World History class. The teacher and the 8th grade guidance counselor presents the on-line program in computer labs. Students complete the interest inventory and there is much discussion regarding career interest and courses that one would be able to take at the high school level. Students are given the opportunity to share and reflect on their interest, future goals and any related experiences that are relevant to the discussion.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Teachers integrate career planning through their courses by presenting topics of study related to careers in their area, utilizing community/business members as resources and guest speakers, as well as, developing lessons around various career opportunities which are content related.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We have started 3 programs which support career and technical education which has an impact in most of our academic classes. Plans and instructions can become interdisciplinary units with academic core subjects. Our programs are Architecture and Construction, Computing for College and Career Readiness, and Agri-science Foundation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 70% of all students will participate in a Career and Technical Course.
- G2.** 90% of 7th Grade Students will score a 2 or higher on the Civics EOC.
- G3.** 100% of our students enrolled in our accelerated classes will score proficient on the End of Course Exams.
- G4.** 85% of all students will demonstrate proficiency with the LAFS standards of textual evidence and close reading as measured by the 2016 Reading FSA.
- G5.** 86 % of all students will score proficient on the FSA in Math.
- G6.** 78 % of all 8th grade students will be proficient on the FCAT 2.0 Science Test.
- G7.** 75% of all students will demonstrate proficiency with the LAFS standards of informational writing and argumentative writing as measured by the 2016 FSA Writing assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 70% of all students will participate in a Career and Technical Course. 1a

G072636

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	70.0
Middle School Performance in EOC and Industry Certifications	100.0

Resources Available to Support the Goal 2

- District CTE Coordinator and CTE Department
- Literacy Coach
- Grants and Funding to support CTE classes

Targeted Barriers to Achieving the Goal 3

- Time with the Master Schedule to offer additional CTE courses

Plan to Monitor Progress Toward G1. 8

Student Survey for additional CTE courses.

Person Responsible

LaRei Grier

Schedule

Semiannually, from 9/1/2015 to 4/30/2016

Evidence of Completion

Results of Student Surveys for all 3 CTE Courses

Plan to Monitor Progress Toward G1. 8

Review and Revise Master School for School Year 2016

Person Responsible

Michael Dailey

Schedule

Annually, from 1/5/2016 to 6/5/2016

Evidence of Completion

Master Schedule for 2016 and Results of Student Surveys

G2. 90% of 7th Grade Students will score a 2 or higher on the Civics EOC. 1a

G072637

Targets Supported 1b

Indicator	Annual Target
	90.0

Resources Available to Support the Goal 2

- District-facilitated professional development: units of instruction, pacing guides, standards of instruction with common assessments
- Civics Professional Learning Community: collaborative lesson design; student work protocols; common assessment design; data discussions; sharing/evaluating materials as they support text complexity, NGSSS, LAFS
- NGSSS 7th Grade Civics Standards, LAFS Literacy Standards (reading, writing, speaking/ listening for the content area), EOC test specs
- Literacy Coach: lesson study, facilitate data discussions, provide materials & strategies, model lessons
- Student-progress monitoring tools: scales, student progress charts aligned to learning goals, personal learning goals
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Meeting individual needs of each student: to enrich our high-performing students and to remediate our struggling students.

Plan to Monitor Progress Toward G2. 8

Student Academic, Behavioral and Attendance data

Person Responsible

Kelly Coleman

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Academic: Assessment data from teacher-created assessments, grade-level common assessments, district progress monitoring/benchmark assessments, samples of students' progress monitoring, student work samples, FOCUS reports Behavioral and Attendance: Student referral data, FOCUS attendance reports

Plan to Monitor Progress Toward G2. 8

Final Results from the State Civic's EOC for 2016

Person Responsible

Jeri Eckler

Schedule

On 6/5/2016

Evidence of Completion

Test results from DOE on the Civics EOC.

G3. 100% of our students enrolled in our accelerated classes will score proficient on the End of Course Exams. 1a

G072638

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- District Coordinator of Math
- Professional Learning Communities for Math
- New Textbook Resources
- Professional Development at School Level and District Level throughout the year

Targeted Barriers to Achieving the Goal 3

- Academic and Standards Gap between grade levels
- On-going support for teachers to changes in course content

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Assessments, common assessments, student products,

Person Responsible

Kelsey Davis

Schedule

On 6/2/2016

Evidence of Completion

Results of Progress Monitoring Assessments, PLC Agendas, results of common assessments

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Assessments, common assessments, student products,

Person Responsible

Michael Dailey

Schedule

On 6/5/2016

Evidence of Completion

Final results from the Algebra 1 and Geometry EOC

G4. 85% of all students will demonstrate proficiency with the LAFS standards of textual evidence and close reading as measured by the 2016 Reading FSA. **1a**

G072639

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	75.0
AMO Reading - SWD	
AMO Reading - ED	

Resources Available to Support the Goal **2**

- Literacy Coach
- Coordinator of Reading
- District Scope and Sequence for ELA
- BYOD = Bring Your Own Device
- ELA Professional Learning Community: collaborative lesson design; resources & best-practices sharing; evaluating and aligning materials with LAFS standards & text complexity definition
- CPALMS
- Newly adopted HMH ELA textbook

Targeted Barriers to Achieving the Goal **3**

- Meeting individual needs of each student in our at-risk group.
- Challenging and maintaining the highest performing students.
- Supporting and maintaining teacher growth in Florida Standards.

Plan to Monitor Progress Toward G4. **8**

Progress Monitoring Assessment Results, Common Formative Assessment Results, and FSA Assessment Results

Person Responsible

Patience Ciufu

Schedule

Monthly, from 8/18/2015 to 6/2/2016

Evidence of Completion

(academic) Assessment data from teacher-created assessments, grade-level common assessments, district progress monitoring/benchmark assessments, samples of students' progress monitoring, student work samples, FOCUS reports (behavioral & attendance) student referral data, Pinnacle attendance reports

G5. 86 % of all students will score proficient on the FSA in Math. 1a

G072640

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - ELL	
AMO Math - SWD	
Math Gains	85.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Utilize research-based best practices for instructional strategies
- Teacher produced common formative assessments
- State or district personnel in service ,PD opportunities, and increased communication
- District Coordinator of Math
- District Coordinator of Reading
- Literacy Coach
- PLC for Math teachers
- Release time for teachers to engage in planning and instruction of best practices
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Limited available resources to practice FSA CBT format.
- Meeting individual needs of each student in our at-risk group.
- Challenging and maintaining the highest performing students.
- Supporting and maintaining teacher growth in Florida Standards.

Plan to Monitor Progress Toward G5. 8

Common formative assessments

Person Responsible

Kelsey Davis

Schedule

Monthly, from 9/2/2015 to 6/2/2016

Evidence of Completion

All levels of common formative assessments results

Plan to Monitor Progress Toward G5. 8

Mid-point and final exam for all math content areas

Person Responsible

Michael Dailey

Schedule

Semiannually, from 9/2/2015 to 6/5/2016

Evidence of Completion

Results of benchmark, mid-point and final exam results for all math content areas.

Plan to Monitor Progress Toward G5. 8

FSA, EOC, and FAA Math Tests

Person Responsible

Michael Dailey

Schedule

On 6/30/2016

Evidence of Completion

State results from the FSA, EOC, and FAA Assessment Results

G6. 78 % of all 8th grade students will be proficient on the FCAT 2.0 Science Test. 1a

G072641

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- District-created labs, Framework, pacing guides, scales
- FCAT 2.0 test specs
- Literacy Coach
- CPALMS

Targeted Barriers to Achieving the Goal 3

- The increased rigor and text complexity on the FCAT Science 2.0 assessment tasks--particularly the word problems and calculations, graph interpretation and data analysis, and technical/information passages

Plan to Monitor Progress Toward G6. 8

periodic data reviews of lowest quartile to measure growth, determine strengths and weaknesses, department data discussions

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring data and formative and summative assessments

Plan to Monitor Progress Toward G6. 8

Common formative and summative assessments

Person Responsible

Linda Montague

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

PLC meeting notes and agendas, results of common formative and summative assessments

Plan to Monitor Progress Toward G6. 8

Mid-point and final exams

Person Responsible

Jeri Eckler

Schedule

Semiannually, from 9/2/2015 to 6/3/2016

Evidence of Completion

Results of mid-point exams and final exams, PLC meeting notes and agendas, FocusGradebook

G7. 75% of all students will demonstrate proficiency with the LAFS standards of informational writing and argumentative writing as measured by the 2016 FSA Writing assessment. 1a

G072642

Targets Supported 1b

Indicator	Annual Target
	75.0

Resources Available to Support the Goal 2

- Literacy Coach
- ELA PLC
- FSA Writing test specs FSA rubric
- Utilize research-based writing programs such as HMH ELA textbook resources, Write Traits, and increase use of non-fiction text, and literature based and authentic writing situations.
- Frequent timed writing opportunities, increase use of computer lab and use of student computers in classroom
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Students need practice with argumentative writing and explanatory writing in response to texts, supporting arguments with strong textual evidence and comprehending a variety of texts (complexity levels and digital vs. print). This will require higher-order thinking skills so that their learning potential can be reached. Students will also have to maintain focus and engagement for this new assessment.
- Students lack experience with timed writing prompts and digital formats

Plan to Monitor Progress Toward G7. 8

PLC artifacts, student achievement data, teacher artifacts

Person Responsible

Patience Ciufu

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking

Plan to Monitor Progress Toward G7. 8

Common Formative Assessments

Person Responsible

Stephanie McCreary

Schedule

Monthly, from 9/2/2015 to 6/5/2016

Evidence of Completion

PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking

Plan to Monitor Progress Toward G7. 8

progress monitoring assessments (twice yearly) for all grade levels in ELA

Person Responsible

Patience Ciufu

Schedule

Semiannually, from 9/2/2015 to 6/5/2016

Evidence of Completion

PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking

Plan to Monitor Progress Toward G7. 8

FSA Writing

Person Responsible

Michael Dailey

Schedule

On 6/5/2016

Evidence of Completion

Results of FSA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. 70% of all students will participate in a Career and Technical Course. **1**

 G072636

G1.B1 Time with the Master Schedule to offer additional CTE courses **2**

 B189545

G1.B1.S1 Review and revise the Master Schedule during the 2014-15 school year to increase our offerings for the following school year. **4**

 S200863

Strategy Rationale

To increase the number of students who can take our CTE courses during each school year.

Action Step 1 **5**

To revise the master schedule for 2016 based on need.

Person Responsible

Michael Dailey


Schedule

Quarterly, from 1/5/2016 to 6/5/2016

Evidence of Completion

Student surveys and recommendation sheets for students

G1.B1.S2 Using a student survey, project the interest for the upcoming school year and the need of additional CTE courses. 4

 S200864

Strategy Rationale

To increase the number of students who can take our CTE courses during each school year.

Action Step 1 5

Development student survey for Agri-Science, Architecture and Construction and Computing for College Readiness to determine the number of classes needed for 2016

Person Responsible

LaRei Grier

Schedule

Semiannually, from 9/2/2015 to 6/5/2016

Evidence of Completion

Results of the student survey and the 2016 master schedule.

G2. 90% of 7th Grade Students will score a 2 or higher on the Civics EOC. 1

G072637

G2.B1 Meeting individual needs of each student: to enrich our high-performing students and to remediate our struggling students. 2

B189546

G2.B1.S1 Identifying individual needs of our students. 4

S200865

Strategy Rationale

Through deliberate progress-monitoring and data analysis, we can target students' individual strengths and weaknesses in order to more effectively plan instruction, design lessons and ensure that all students meet their potential.

Action Step 1 5

Standards-aligned: scope & sequence, pacing guides, units and common assessments

Person Responsible

Kelly Coleman

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans, PLC agendas, collaborative work product, student data & work samples, common assessments, Literacy Coach modeling and coaching conferences

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

district PD opportunities, Civics PLC meetings

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

PD products (lesson, pacing guides, test bank items, etc.), PLC agendas/minutes/reflections and work products (lesson plans, common assessments, data discussions, progress monitoring tools, etc.)

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

student academic data

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion


district progress monitoring/benchmark results, FOCUS data reports, teacher-created assessment data, small group instruction lesson plans, student work samples, FOCUS grade reports, informal classroom data

G3. 100% of our students enrolled in our accelerated classes will score proficient on the End of Course Exams.

1

 G072638

G3.B1 Academic and Standards Gap between grade levels 2

 B189547

G3.B1.S1 Provide release time and professional development for math teachers to plan for the instructional gaps. 4

 S200866

Strategy Rationale

Teachers can identify the gaps that are crucial for success on the FSA Test and create and plan instruction to overcome the gaps.

Action Step 1 5

Teacher will be given PD or PLC days to identify and plan for academic gaps between the old and new standards.

Person Responsible

Michael Dailey

Schedule

Quarterly, from 9/1/2015 to 6/5/2016

Evidence of Completion

PD or PLC Agenda Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PLC agendas & minutes, teacher-created lesson plans & resources

Person Responsible

Kelsey Davis

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

PLC agendas & minutes, teacher-created lessons plans for remediation of academic gaps in Math, common formative assessments, data analysis, FOCUS reports, common summative assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

academic gaps will be identified and remediated as appropriate in the scope and sequence

Person Responsible

Kelsey Davis

Schedule


On 6/6/2016

Evidence of Completion

FOCUS reports, student achievement results from common assessments, student data folders and tracking of learning goals

G3.B1.S2 Provide additional resources as needed to close the academic gap between the grade levels.

4

 S200867

Strategy Rationale

Teachers can identify additional resources needed for students to close the academic gap.

Action Step 1 5

Provide additional resources for students and teachers as needed.

Person Responsible

Michael Dailey

Schedule

On 6/5/2016

Evidence of Completion

Resource materials, reprographics, teacher requests

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

PLCs will serve as a vehicle for teachers to share, evaluate and create resources.

Person Responsible

Kelsey Davis

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

PLC minutes and agendas, teacher-created lesson plans, data from common assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student achievement results will be analyzed to determine the effectiveness of shared resources and teaching strategies.

Person Responsible

Kelsey Davis


Schedule

Quarterly, from 8/24/2015 to 6/6/2016


Evidence of Completion

FOCUS reports, data from common assessments, data from district benchmarks

G3.B2 On-going support for teachers to changes in course content 2

 B189548

G3.B2.S1 Provide PD to support teachers as they instruct the new course content 4

 S200868

Strategy Rationale

Teachers need support to utilize best practices and high-effect strategies to meet the rigor of the course content

Action Step 1 5

Provide PD to teachers to support their instruction.

Person Responsible

Michael Dailey

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

PD agendas and learning goals, CWT data, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans, CWTs

Person Responsible

Michael Dailey

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans, PLC agendas and minutes, CWTs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Through PLCs, student achievement results will be analyzed to determine the effectiveness of the PD.

Person Responsible

Michael Dailey

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

FOCUS reports, common formative and summative assessment data and analysis

G4. 85% of all students will demonstrate proficiency with the LAFS standards of textual evidence and close reading as measured by the 2016 Reading FSA. 1

G072639

G4.B1 Meeting individual needs of each student in our at-risk group. 2

B189549

G4.B1.S1 Providing diverse opportunities within the school day for differentiated instruction & small group instruction in determined areas of Reading needs. 4

S200869

Strategy Rationale

Direct, targeted instruction to remediate areas of weakness in Reading will individualize instruction and contribute to the growth of our at-risk students.

Action Step 1 5

Teachers will be provided with professional development in the areas of common formative assessments, small group instruction, Marzano's design questions 2 & 3, and differentiation during PLCs and early release days. Professional development will be facilitated by the administration team and Literacy Coach. Teachers will collaboratively design lessons and share resources as they implement small group instruction.

Person Responsible

Patience Ciufu

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Lesson plans, student work samples, PLC agendas & minutes, classroom walk-thru data, teacher-created common assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Collaborative lesson design & common assessment design, literacy coach modeling & coaching

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/2/2016

Evidence of Completion

lesson plans, common assessments, literacy coach's log/calendar/reflections, student work samples, student academic data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Academic progress of lowest-quartile students will be monitored and evaluated

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/2/2016


Evidence of Completion

Early Warning System, MTSS, FOCUS reports, data from teacher-created common assessments and district-created progress monitoring assessments

G4.B2 Challenging and maintaining the highest performing students. 2

 B189550

G4.B2.S1 Providing diverse opportunities within the school day to motivate, challenge and enrich the highest performing students. 4

 S200870

Strategy Rationale

Providing students with more opportunities to perform cognitively-complex tasks, interact with text at complex levels and problem solve will support their continued growth.

Action Step 1 5

Professional development opportunities will be given in the areas of project-based learning, Marzano's design question 4, text complexity and cognitive complexity. Professional development will be offered via PLCs and early release days.

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

lesson plans, student work samples, classroom walk-thru data, PLC agendas & minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

teacher observation and feedback, literacy coach modeling and coaching, peer observation, collaboratively designed lessons

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

lesson plans, student work samples, literacy coach's log/calendar, student performance data

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

student academic data

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

student work samples, PLC data discussions and protocols, FOCUS reports, common assessment data, district progress monitoring assessment results

G4.B3 Supporting and maintaining teacher growth in Florida Standards. 2

B189551

G4.B3.S1 Teachers will be supported as they continue to implement the Florida Standards. 4

S200871

Strategy Rationale

Due to the fact that the rigor of the Florida Standards and the FSA have increased, teachers must have a deep understanding of the LAFS content limits, complexity levels and skills/concepts to be mastered.

Action Step 1 5

ELA Professional Learning Community: FSA test specs analysis, scale development, collaborative lesson design and protocols, peer observations, sharing of best practices/resources aligned with LAFS & FSA response mechanisms, aligning new textbook to district ELA framework, evaluating and using new textbook resources

Person Responsible

Stephanie McCreary

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

PLC agendas, minutes, reflection

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

ELA professional learning community

Person Responsible

Jeri Eckler

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

PLC agendas, minutes, work products

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

student academic data

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

progress monitoring data, FOCUS reports


G5. 86 % of all students will score proficient on the FSA in Math. 1

 G072640

G5.B1 Limited available resources to practice FSA CBT format. 2

 B189552

G5.B1.S1 To provide professional development and training for all teachers in the new format of questions and answers on the FSA . 4

 S200872

Strategy Rationale

Training and professional development is needed for students and teachers to be comfortable with the format of each test and for teachers to be able to create CBT-aligned resources for the FSA response mechanisms.

Action Step 1 5

PD and Training for the FSA testing format, response mechanisms and item specifications

Person Responsible

Kelsey Davis

Schedule

On 6/5/2016

Evidence of Completion

PLC meeting notes and agendas, district and school professional development

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson plans and CWTs will determine the fidelity of implementation.

Person Responsible

Michael Dailey

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans (for evidence of activities and assignments that mimic the CBT format as well as the FSA response mechanisms), CWT data, student work products

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Student achievement (CBT skills and skills in answering FSA Math response mechanisms) will improve from August to April.

Person Responsible

Kelsey Davis

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

FOCUS reports, data from teacher-created common assessments, data from district benchmarks, student work samples, student and teacher surveys

G5.B2 Meeting individual needs of each student in our at-risk group. 2

 B189553

G5.B2.S1 Common formative assessments and district progress monitoring tests for students through PLC's and MTSS meetings for students struggling academically. 4

 S200873

Strategy Rationale

To monitor and plan for students not meeting grade level standards for remediation and support through the core and possible tier 2 or 3 interventions.

Action Step 1 5

Development of common formative assessments

Person Responsible

Kelsey Davis

Schedule

On 6/5/2016

Evidence of Completion

PLC meeting notes and agendas, common assessments, mid-point exam and final exam

Action Step 2 5

Development of mid-point and final exams

Person Responsible

Kelsey Davis

Schedule

On 6/5/2016

Evidence of Completion

PLC meeting notes and agendas, common assessments, mid-point exam and final exam

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Common assessments at each grade level and in each Math course.

Person Responsible

Kelsey Davis

Schedule

Every 2 Months, from 8/24/2015 to 6/6/2016

Evidence of Completion

teacher-created common formative and summative assessments, results from the common assessments, data analysis of each common assessment, remedial lessons created

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

When data is disaggregated, our at-risk groups will show improvement in targeted Math skills.

Person Responsible

Kelsey Davis

Schedule

Monthly, from 8/24/2015 to 6/6/2016


Evidence of Completion

FOCUS reports, student progress monitoring data from personal learning goals and data portfolios, data from teacher-created and district-created common assessments

G5.B3 Challenging and maintaining the highest performing students. 2

 B189554

G5.B3.S1 Common formative assessments and district progress monitoring tests for students through PLC's. 4

 S200874

Strategy Rationale

To monitor and plan for students meeting grade level standards for enrichment and advanced instruction.

Action Step 1 5

Development of common formative assessments

Person Responsible

Kelsey Davis

Schedule

On 6/5/2016

Evidence of Completion

PLC meeting notes and agendas, common assessments, mid-point exam and final exam

Action Step 2 5

Development of mid-point and final exams

Person Responsible

Kelsey Davis

Schedule

On 6/5/2016

Evidence of Completion

PLC meeting notes and agendas, common assessments, mid-point exam and final exam

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Common assessments will be created and administered.

Person Responsible

Michael Dailey

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

teacher-created common assessments (formative and summative), data from common assessments

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Improved progress monitoring of student achievement and more effective remediation and/or enrichment.

Person Responsible

Kelsey Davis

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

CWTs, data analysis charts/graphs from common assessments, FOCUS reports, student personal learning goals and progress tracking, enrichment lesson plans

G5.B4 Supporting and maintaining teacher growth in Florida Standards. 2

B189555

G5.B4.S1 Provide on-going professional development through PLC Meetings and release time for teachers to continue to grow in their understanding and role in the Florida Standards. 4

S200875

Strategy Rationale

Teachers need to be supported in their growth of best practices and implementation of the Florida Standards to meet the needs of the statewide assessment.

Action Step 1 5

Professional Development and training for teachers using the new Florida Standards.

Person Responsible

Michael Dailey

Schedule

On 6/5/2016

Evidence of Completion

PLC meetings notes and agendas, PD meeting notes and agendas

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Lesson plans and CTWs will determine the fidelity.

Person Responsible

Michael Dailey

Schedule

On 6/6/2016

Evidence of Completion

grade-level and course lesson plans, CWT data, student work samples

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

Common assessments and district benchmark data will determine student achievement results.

Person Responsible

Kelsey Davis

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

FOCUS reports, data analysis of common assessments, data analysis of district benchmarks

G6. 78 % of all 8th grade students will be proficient on the FCAT 2.0 Science Test. 1

 G072641

G6.B1 The increased rigor and text complexity on the FCAT Science 2.0 assessment tasks--particularly the word problems and calculations, graph interpretation and data analysis, and technical/information passages

2

 B189556

G6.B1.S1 Support the RHST & WHST Florida Standards & NGSSS Science standards with learning strategies and activities to help scaffold the complex information and presentation of content. 4

 S200876

Strategy Rationale

With specific reading and comprehension strategies, students will be able to master the rigorous content of the FCAT Science 2.0.

Action Step 1 5

Science PLC

Person Responsible

Linda Montague

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Collaboratively designed lessons, assessments and labs that mimic FCAT Science standards and question types and use supplemental resources that support LAFS content-area literacy standards and content big ideas; student work samples that integrate Science and Literacy standards; PLC agendas & minutes

Action Step 2 5

Common formative and summative assessments & interactive Science notebooks

Person Responsible

Linda Montague

Schedule

Biweekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Common formative and summative assessments results, PLC meeting notes and agendas, student samples

Action Step 3 5

Mid-point and final exams for 7th and 8th grade levels of science

Person Responsible

Jeri Eckler

Schedule

Semiannually, from 9/2/2015 to 6/5/2016

Evidence of Completion

Mid-point and final exam results

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

lesson plans, classroom walk-thru feedback, observation feedback, Literacy Coach modeling and coaching

Person Responsible

Jeri Eckler

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

data discussions from common assessments and student work samples from collaboratively designed lessons; Literacy Coach's log/calendar; PLC minutes

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

PLC data discussions, student progress monitoring, lesson study, student work protocols

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

district progress monitoring data and analysis, Focus reports, student Science notebooks, teacher-created common assessment data

G7. 75% of all students will demonstrate proficiency with the LAFS standards of informational writing and argumentative writing as measured by the 2016 FSA Writing assessment. 1

 G072642

G7.B1 Students need practice with argumentative writing and explanatory writing in response to texts, supporting arguments with strong textual evidence and comprehending a variety of texts (complexity levels and digital vs. print). This will require higher-order thinking skills so that their learning potential can be reached. Students will also have to maintain focus and engagement for this new assessment. 2

 B189557

G7.B1.S1 Create resources that include but are not limited to frequent writing opportunities, increased use of computer lab and student computers in classroom, FSA Writing rubrics and editing tasks. 4

 S200877

Strategy Rationale

With repeated, authentic exposure to tasks aligned to LAFS and FSA (especially targeting skills such as conventions, textual evidence, analysis and argumentation), students will have the confidence, skills and stamina needed to be proficient on the FSA Writing assessment.

Action Step 1 5

ELA grade-level PLCs

Person Responsible

Stephanie McCreary

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

PLC agendas, minutes, reflections and work products

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

lesson plans, small group instruction lessons/data, common assessments & writing activities

Person Responsible

Patience Ciufu

Schedule

Biweekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

HMH dashboard data, student writing samples, student writing portfolios, grade level grammar and vocabulary focus calendars

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

student academic data

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/11/2015 to 6/1/2016


Evidence of Completion

student personal goals and tracking samples, portfolios, FOCUS reports, student samples, common assessment (grade level prompts and parallel writes) data

G7.B2 Students lack experience with timed writing prompts and digital formats **2**

 B189558

G7.B2.S1 Create resources that include but are not limited to frequent writing opportunities, increased use of computer lab and student computers in classroom, FSA Writing rubrics and editing tasks. **4**

 S200878

Strategy Rationale

With repeated, authentic exposure to tasks aligned to LAFS and FSA (especially targeting skills such as conventions, textual evidence, analysis and argumentation), students will have the confidence, skills and stamina needed to be proficient on the FSA Writing assessment.

Action Step 1 **5**

ELA grade-level PLCs

Person Responsible

Stephanie McCreary

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

PLC agendas, minutes, reflections and work products

Plan to Monitor Fidelity of Implementation of G7.B2.S1 **6**

lesson plans, small group instruction lessons/data, common assessments & writing activities

Person Responsible

Patience Ciufu

Schedule

Biweekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

student writing samples, student writing portfolios, grade level grammar and vocabulary focus calendars

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

student academic data

Person Responsible

Jeri Eckler

Schedule

Monthly, from 8/11/2015 to 6/1/2016

Evidence of Completion

student personal goals and tracking samples, portfolios, FOCUS reports, student samples, common assessment (grade level prompts and parallel writes) data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	To revise the master schedule for 2016 based on need.	Dailey, Michael	1/5/2016	Student surveys and recommendation sheets for students	6/5/2016 quarterly
G1.B1.S2.A1	Development student survey for Agri-Science, Architecture and Construction and Computing for College Readiness to determine the number of classes needed for 2016	Grier, LaRei	9/2/2015	Results of the student survey and the 2016 master schedule.	6/5/2016 semiannually
G2.B1.S1.A1	Standards-aligned: scope & sequence, pacing guides, units and common assessments	Coleman, Kelly	8/24/2015	Lesson plans, PLC agendas, collaborative work product, student data & work samples, common assessments, Literacy Coach modeling and coaching conferences	6/6/2016 monthly
G3.B1.S1.A1	Teacher will be given PD or PLC days to identify and plan for academic gaps between the old and new standards.	Dailey, Michael	9/1/2015	PD or PLC Agenda Notes	6/5/2016 quarterly
G3.B1.S2.A1	Provide additional resources for students and teachers as needed.	Dailey, Michael	9/1/2015	Resource materials, reprographics, teacher requests	6/5/2016 one-time
G3.B2.S1.A1	Provide PD to teachers to support their instruction.	Dailey, Michael	8/24/2015	PD agendas and learning goals, CWT data, lesson plans	6/6/2016 monthly
G4.B1.S1.A1	Teachers will be provided with professional development in the areas of common formative assessments, small group instruction, Marzano's design questions 2 & 3, and differentiation during PLCs and early release days. Professional development will be facilitated by the administration team and Literacy Coach. Teachers will collaboratively design lessons and share resources as they implement small group instruction.	Ciufo, Patience	8/18/2015	Lesson plans, student work samples, PLC agendas & minutes, classroom walk-thru data, teacher-created common assessments	6/1/2016 monthly
G4.B2.S1.A1	Professional development opportunities will be given in the areas of project-based learning, Marzano's design question 4, text complexity and	Eckler, Jeri	8/18/2015	lesson plans, student work samples, classroom walk-thru data, PLC agendas & minutes	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	cognitive complexity. Professional development will be offered via PLCs and early release days.				
G4.B3.S1.A1	ELA Professional Learning Community: FSA test specs analysis, scale development, collaborative lesson design and protocols, peer observations, sharing of best practices/resources aligned with LAFS & FSA response mechanisms, aligning new textbook to district ELA framework, evaluating and using new textbook resources	McCreary, Stephanie	9/8/2015	PLC agendas, minutes, reflection	6/1/2016 biweekly
G5.B1.S1.A1	PD and Training for the FSA testing format, response mechanisms and item specifications	Davis, Kelsey	9/2/2015	PLC meeting notes and agendas, district and school professional development	6/5/2016 one-time
G5.B2.S1.A1	Development of common formative assessments	Davis, Kelsey	9/2/2015	PLC meeting notes and agendas, common assessments, mid-point exam and final exam	6/5/2016 one-time
G5.B3.S1.A1	Development of common formative assessments	Davis, Kelsey	9/2/2015	PLC meeting notes and agendas, common assessments, mid-point exam and final exam	6/5/2016 one-time
G5.B4.S1.A1	Professional Development and training for teachers using the new Florida Standards.	Dailey, Michael	9/2/2015	PLC meetings notes and agendas, PD meeting notes and agendas	6/5/2016 one-time
G6.B1.S1.A1	Science PLC	Montague, Linda	9/8/2015	Collaboratively designed lessons, assessments and labs that mimic FCAT Science standards and question types and use supplemental resources that support LAFS content-area literacy standards and content big ideas; student work samples that integrate Science and Literacy standards; PLC agendas & minutes	6/3/2016 biweekly
G7.B1.S1.A1	ELA grade-level PLCs	McCreary, Stephanie	9/8/2015	PLC agendas, minutes, reflections and work products	6/1/2016 biweekly
G7.B2.S1.A1	ELA grade-level PLCs	McCreary, Stephanie	9/8/2015	PLC agendas, minutes, reflections and work products	6/1/2016 biweekly
G5.B2.S1.A2	Development of mid-point and final exams	Davis, Kelsey	9/2/2015	PLC meeting notes and agendas, common assessments, mid-point exam and final exam	6/5/2016 one-time
G5.B3.S1.A2	Development of mid-point and final exams	Davis, Kelsey	9/2/2015	PLC meeting notes and agendas, common assessments, mid-point exam and final exam	6/5/2016 one-time
G6.B1.S1.A2	Common formative and summative assessments & interactive Science notebooks	Montague, Linda	9/2/2015	Common formative and summative assessments results, PLC meeting notes and agendas, student samples	6/3/2016 biweekly
G6.B1.S1.A3	Mid-point and final exams for 7th and 8th grade levels of science	Eckler, Jeri	9/2/2015	Mid-point and final exam results	6/5/2016 semiannually
G1.MA1	Student Survey for additional CTE courses.	Grier, LaRei	9/1/2015	Results of Student Surveys for all 3 CTE Courses	4/30/2016 semiannually
G1.MA2	Review and Revise Master School for School Year 2016	Dailey, Michael	1/5/2016	Master Schedule for 2016 and Results of Student Surveys	6/5/2016 annually
G2.MA1	Student Academic, Behavioral and Attendance data	Coleman, Kelly	8/24/2015	Academic: Assessment data from teacher-created assessments, grade-level common assessments, district progress monitoring/benchmark assessments, samples of students' progress monitoring, student work samples, FOCUS reports Behavioral and Attendance: Student referral data, FOCUS attendance reports	6/6/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA2	Final Results from the State Civic's EOC for 2016	Eckler, Jeri	9/1/2015	Test results from DOE on the Civics EOC.	6/5/2016 one-time
G2.B1.S1.MA1	student academic data	Eckler, Jeri	8/18/2015	district progress monitoring/benchmark results, FOCUS data reports, teacher-created assessment data, small group instruction lesson plans, student work samples, FOCUS grade reports, informal classroom data	6/1/2016 monthly
G2.B1.S1.MA1	district PD opportunities, Civics PLC meetings	Eckler, Jeri	8/18/2015	PD products (lesson, pacing guides, test bank items, etc.), PLC agendas/minutes/reflections and work products (lesson plans, common assessments, data discussions, progress monitoring tools, etc.)	6/1/2016 monthly
G3.MA1	Progress Monitoring Assessments, common assessments, student products,	Davis, Kelsey	9/2/2015	Results of Progress Monitoring Assessments, PLC Agendas, results of common assessments	6/2/2016 one-time
G3.MA2	Progress Monitoring Assessments, common assessments, student products,	Dailey, Michael	9/2/2015	Final results from the Algebra 1 and Geometry EOC	6/5/2016 one-time
G3.B1.S1.MA1	academic gaps will be identified and remediated as appropriate in the scope and sequence	Davis, Kelsey	8/24/2015	FOCUS reports, student achievement results from common assessments, student data folders and tracking of learning goals	6/6/2016 one-time
G3.B1.S1.MA1	PLC agendas & minutes, teacher-created lesson plans & resources	Davis, Kelsey	8/24/2015	PLC agendas & minutes, teacher-created lessons plans for remediation of academic gaps in Math, common formative assessments, data analysis, FOCUS reports, common summative assessments	6/6/2016 monthly
G3.B2.S1.MA1	Through PLCs, student achievement results will be analyzed to determine the effectiveness of the PD.	Dailey, Michael	8/24/2015	FOCUS reports, common formative and summative assessment data and analysis	6/6/2016 monthly
G3.B2.S1.MA1	Lesson plans, CWTs	Dailey, Michael	8/24/2015	Lesson plans, PLC agendas and minutes, CWTs	6/6/2016 monthly
G3.B1.S2.MA1	Student achievement results will be analyzed to determine the effectiveness of shared resources and teaching strategies.	Davis, Kelsey	8/24/2015	FOCUS reports, data from common assessments, data from district benchmarks	6/6/2016 quarterly
G3.B1.S2.MA1	PLCs will serve as a vehicle for teachers to share, evaluate and create resources.	Davis, Kelsey	8/24/2015	PLC minutes and agendas, teacher-created lesson plans, data from common assessments	6/6/2016 quarterly
G4.MA1	Progress Monitoring Assessment Results, Common Formative Assessment Results, and FSA Assessment Results	Ciufo, Patience	8/18/2015	(academic) Assessment data from teacher-created assessments, grade-level common assessments, district progress monitoring/benchmark assessments, samples of students' progress monitoring, student work samples, FOCUS reports (behavioral & attendance) student referral data, Pinnacle attendance reports	6/2/2016 monthly
G4.B1.S1.MA1	Academic progress of lowest-quartile students will be monitored and evaluated	Eckler, Jeri	8/18/2015	Early Warning System, MTSS, FOCUS reports, data from teacher-created common assessments and district-created progress monitoring assessments	6/2/2016 monthly
G4.B1.S1.MA1	Collaborative lesson design & common assessment design, literacy coach modeling & coaching	Eckler, Jeri	8/18/2015	lesson plans, common assessments, literacy coach's log/calendar/reflections, student work samples, student academic data	6/2/2016 monthly
G4.B2.S1.MA1	student academic data	Eckler, Jeri	8/18/2015	student work samples, PLC data discussions and protocols, FOCUS	6/1/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				reports, common assessment data, district progress monitoring assessment results	
G4.B2.S1.MA1	teacher observation and feedback, literacy coach modeling and coaching, peer observation, collaboratively designed lessons	Eckler, Jeri	8/18/2015	lesson plans, student work samples, literacy coach's log/calendar, student performance data	6/1/2016 monthly
G4.B3.S1.MA1	student academic data	Eckler, Jeri	8/18/2015	progress monitoring data, FOCUS reports	6/1/2016 monthly
G4.B3.S1.MA1	ELA professional learning community	Eckler, Jeri	9/8/2015	PLC agendas, minutes, work products	6/1/2016 biweekly
G5.MA1	Common formative assessments	Davis, Kelsey	9/2/2015	All levels of common formative assessments results	6/2/2016 monthly
G5.MA2	Mid-point and final exam for all math content areas	Dailey, Michael	9/2/2015	Results of benchmark, mid-point and final exam results for all math content areas.	6/5/2016 semiannually
G5.MA3	FSA, EOC, and FAA Math Tests	Dailey, Michael	8/5/2015	State results from the FSA, EOC, and FAA Assessment Results	6/30/2016 one-time
G5.B1.S1.MA1	Student achievement (CBT skills and skills in answering FSA Math response mechanisms) will improve from August to April.	Davis, Kelsey	8/24/2015	FOCUS reports, data from teacher-created common assessments, data from district benchmarks, student work samples, student and teacher surveys	6/6/2016 monthly
G5.B1.S1.MA1	Lesson plans and CWTs will determine the fidelity of implementation.	Dailey, Michael	8/24/2015	Lesson plans (for evidence of activities and assignments that mimic the CBT format as well as the FSA response mechanisms), CWT data, student work products	6/6/2016 quarterly
G5.B2.S1.MA1	When data is disaggregated, our at-risk groups will show improvement in targeted Math skills.	Davis, Kelsey	8/24/2015	FOCUS reports, student progress monitoring data from personal learning goals and data portfolios, data from teacher-created and district-created common assessments	6/6/2016 monthly
G5.B2.S1.MA1	Common assessments at each grade level and in each Math course.	Davis, Kelsey	8/24/2015	teacher-created common formative and summative assessments, results from the common assessments, data analysis of each common assessment, remedial lessons created	6/6/2016 every-2-months
G5.B3.S1.MA1	Improved progress monitoring of student achievement and more effective remediation and/or enrichment.	Davis, Kelsey	8/24/2015	CWTs, data analysis charts/graphs from common assessments, FOCUS reports, student personal learning goals and progress tracking, enrichment lesson plans	6/6/2016 quarterly
G5.B3.S1.MA1	Common assessments will be created and administered.	Dailey, Michael	8/24/2015	teacher-created common assessments (formative and summative), data from common assessments	6/6/2016 quarterly
G5.B4.S1.MA1	Common assessments and district benchmark data will determine student achievement results.	Davis, Kelsey	8/24/2015	FOCUS reports, data analysis of common assessments, data analysis of district benchmarks	6/6/2016 quarterly
G5.B4.S1.MA1	Lesson plans and CTWs will determine the fidelity.	Dailey, Michael	8/24/2015	grade-level and course lesson plans, CWT data, student work samples	6/6/2016 one-time
G6.MA1	periodic data reviews of lowest quartile to measure growth, determine strengths and weaknesses, department data discussions	Eckler, Jeri	8/18/2015	Progress Monitoring data and formative and summative assessments	6/3/2016 monthly
G6.MA2	Common formative and summative assessments	Montague, Linda	9/2/2015	PLC meeting notes and agendas, results of common formative and summative assessments	6/3/2016 weekly
G6.MA3	Mid-point and final exams	Eckler, Jeri	9/2/2015	Results of mid-point exams and final exams, PLC meeting notes and agendas, FocusGradebook	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1	PLC data discussions, student progress monitoring, lesson study, student work protocols	Eckler, Jeri	8/18/2015	district progress monitoring data and analysis, Focus reports, student Science notebooks, teacher-created common assessment data	6/1/2016 monthly
G6.B1.S1.MA1	lesson plans, classroom walk-thru feedback, observation feedback, Literacy Coach modeling and coaching	Eckler, Jeri	9/8/2015	data discussions from common assessments and student work samples from collaboratively designed lessons; Literacy Coach's log/calendar; PLC minutes	6/1/2016 monthly
G7.MA1	PLC artifacts, student achievement data, teacher artifacts	Ciufo, Patience	8/18/2015	PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking	6/1/2016 monthly
G7.MA2	Common Formative Assessments	McCreary, Stephanie	9/2/2015	PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking	6/5/2016 monthly
G7.MA3	progress monitoring assessments (twice yearly) for all grade levels in ELA	Ciufo, Patience	9/2/2015	PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking	6/5/2016 semiannually
G7.MA4	FSA Writing	Dailey, Michael	4/15/2015	Results of FSA	6/5/2016 one-time
G7.B1.S1.MA1	student academic data	Eckler, Jeri	8/11/2015	student personal goals and tracking samples, portfolios, FOCUS reports, student samples, common assessment (grade level prompts and parallel writes) data	6/1/2016 monthly
G7.B1.S1.MA1	lesson plans, small group instruction lessons/data, common assessments & writing activities	Ciufo, Patience	8/18/2015	HMH dashboard data, student writing samples, student writing portfolios, grade level grammar and vocabulary focus calendars	6/1/2016 biweekly
G7.B2.S1.MA1	student academic data	Eckler, Jeri	8/11/2015	student personal goals and tracking samples, portfolios, FOCUS reports, student samples, common assessment (grade level prompts and parallel writes) data	6/1/2016 monthly
G7.B2.S1.MA1	lesson plans, small group instruction lessons/data, common assessments & writing activities	Ciufo, Patience	8/18/2015	student writing samples, student writing portfolios, grade level grammar and vocabulary focus calendars	6/1/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 90% of 7th Grade Students will score a 2 or higher on the Civics EOC.

G2.B1 Meeting individual needs of each student: to enrich our high-performing students and to remediate our struggling students.

G2.B1.S1 Identifying individual needs of our students.

PD Opportunity 1

Standards-aligned: scope & sequence, pacing guides, units and common assessments

Facilitator

Dr. Mark Malham, Kelly Coleman and Patience Cuifo

Participants

All Civics Teachers

Schedule

Monthly, from 8/24/2015 to 6/6/2016

G3. 100% of our students enrolled in our accelerated classes will score proficient on the End of Course Exams.

G3.B1 Academic and Standards Gap between grade levels

G3.B1.S1 Provide release time and professional development for math teachers to plan for the instructional gaps.

PD Opportunity 1

Teacher will be given PD or PLC days to identify and plan for academic gaps between the old and new standards.

Facilitator

Steve Layson, District Coordinator of Math, Mike Dailey, Asst. Principal and Kelsey Davis, Math Teacher Leader

Participants

All Hidden Oaks Math Teachers

Schedule

Quarterly, from 9/1/2015 to 6/5/2016

G3.B1.S2 Provide additional resources as needed to close the academic gap between the grade levels.

PD Opportunity 1

Provide additional resources for students and teachers as needed.

Facilitator

Steve Layson, District Coordinator of Math, Mike Dailey, Asst. Principal and Kelsey Davis, Math Teacher Leader

Participants

All Hidden Oaks Math Teachers

Schedule

On 6/5/2016

G3.B2 On-going support for teachers to changes in course content

G3.B2.S1 Provide PD to support teachers as they instruct the new course content

PD Opportunity 1

Provide PD to teachers to support their instruction.

Facilitator

Steve Layson

Participants

Selected Math teachers

Schedule

Monthly, from 8/24/2015 to 6/6/2016

G4. 85% of all students will demonstrate proficiency with the LAFS standards of textual evidence and close reading as measured by the 2016 Reading FSA.

G4.B1 Meeting individual needs of each student in our at-risk group.

G4.B1.S1 Providing diverse opportunities within the school day for differentiated instruction & small group instruction in determined areas of Reading needs.

PD Opportunity 1

Teachers will be provided with professional development in the areas of common formative assessments, small group instruction, Marzano's design questions 2 & 3, and differentiation during PLCs and early release days. Professional development will be facilitated by the administration team and Literacy Coach. Teachers will collaboratively design lessons and share resources as they implement small group instruction.

Facilitator

Administration and Literacy Coach

Participants

Entire staff

Schedule

Monthly, from 8/18/2015 to 6/1/2016

G4.B2 Challenging and maintaining the highest performing students.

G4.B2.S1 Providing diverse opportunities within the school day to motivate, challenge and enrich the highest performing students.

PD Opportunity 1

Professional development opportunities will be given in the areas of project-based learning, Marzano's design question 4, text complexity and cognitive complexity. Professional development will be offered via PLCs and early release days.

Facilitator

Administration and Literacy Coach

Participants

Entire staff

Schedule

Monthly, from 8/18/2015 to 6/1/2016

G5. 86 % of all students will score proficient on the FSA in Math.

G5.B1 Limited available resources to practice FSA CBT format.

G5.B1.S1 To provide professional development and training for all teachers in the new format of questions and answers on the FSA .

PD Opportunity 1

PD and Training for the FSA testing format, response mechanisms and item specifications

Facilitator

District Coordinator of Math, Steve Layson, Math Teacher Leader, Kelsey Davis, Coordinator of Reading, Shannon Blount, ELA Teacher leader, Stephanie McCreary and Literacy Coach, Patience Ciufu

Participants

Hidden Oaks Middle School Teachers

Schedule

On 6/5/2016

G5.B2 Meeting individual needs of each student in our at-risk group.

G5.B2.S1 Common formative assessments and district progress monitoring tests for students through PLC's and MTSS meetings for students struggling academically.

PD Opportunity 1

Development of common formative assessments

Facilitator

Kelsey Davis--Math Teacher Leader and Mike Dailey--Assistant Principal

Participants

Hidden Oaks Middle School Math Teachers

Schedule

On 6/5/2016

PD Opportunity 2

Development of mid-point and final exams

Facilitator

Kelsey Davis--Math Teacher Leader and Mike Dailey--Assistant Principal

Participants

Hidden Oaks Middle School Math Teachers

Schedule

On 6/5/2016

G5.B3 Challenging and maintaining the highest performing students.

G5.B3.S1 Common formative assessments and district progress monitoring tests for students through PLC's.

PD Opportunity 1

Development of common formative assessments

Facilitator

Kelsey Davis--Math Teacher Leader and Mike Dailey--Assistant Principal

Participants

Hidden Oaks Middle School Math Teachers

Schedule

On 6/5/2016

PD Opportunity 2

Development of mid-point and final exams

Facilitator

Kelsey Davis--Math Teacher Leader and Mike Dailey--Assistant Principal

Participants

Hidden Oaks Middle School Math Teachers

Schedule

On 6/5/2016

G5.B4 Supporting and maintaining teacher growth in Florida Standards.

G5.B4.S1 Provide on-going professional development through PLC Meetings and release time for teachers to continue to grow in their understanding and role in the Florida Standards.

PD Opportunity 1

Professional Development and training for teachers using the new Florida Standards.

Facilitator

Coordinator of Math, Steve Layson, Assistant Principal Mike Dailey and Math Teacher Leader, Kelsey Davis

Participants

Hidden Oaks Middle School Math Teachers

Schedule

On 6/5/2016

G6. 78 % of all 8th grade students will be proficient on the FCAT 2.0 Science Test.

G6.B1 The increased rigor and text complexity on the FCAT Science 2.0 assessment tasks--particularly the word problems and calculations, graph interpretation and data analysis, and technical/information passages

G6.B1.S1 Support the RHST & WHST Florida Standards & NGSSS Science standards with learning strategies and activities to help scaffold the complex information and presentation of content.

PD Opportunity 1

Science PLC

Facilitator

Coordinator of Science, Valerie Gaynor, Science Teacher Leader, Linda Montague, Principal, Jeri Eckler

Participants

Hidden Oaks Middle School Science Teachers

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

PD Opportunity 2

Common formative and summative assessments & interactive Science notebooks

Facilitator

Coordinator of Science, Valerie Gaynor, Science Teacher Leader, Linda Montague, Principal, Jeri Eckler

Participants

Hidden Oaks Middle School Science Teachers

Schedule

Biweekly, from 9/2/2015 to 6/3/2016

PD Opportunity 3

Mid-point and final exams for 7th and 8th grade levels of science

Facilitator

Coordinator of Science, Valerie Gaynor, Science Teacher Leader, Linda Montague, Principal, Jeri Eckler

Participants

Hidden Oaks Middle School Science Teachers

Schedule

Semiannually, from 9/2/2015 to 6/5/2016

G7. 75% of all students will demonstrate proficiency with the LAFS standards of informational writing and argumentative writing as measured by the 2016 FSA Writing assessment.

G7.B1 Students need practice with argumentative writing and explanatory writing in response to texts, supporting arguments with strong textual evidence and comprehending a variety of texts (complexity levels and digital vs. print). This will require higher-order thinking skills so that their learning potential can be reached. Students will also have to maintain focus and engagement for this new assessment.

G7.B1.S1 Create resources that include but are not limited to frequent writing opportunities, increased use of computer lab and student computers in classroom, FSA Writing rubrics and editing tasks.

PD Opportunity 1

ELA grade-level PLCs

Facilitator

Coordinator of Reading, Shannon Blount, Literacy Coach, Patience Ciufu, and ELA Teacher Leader, Stephanie McCreary

Participants

Hidden Oaks Middle School ELA Teachers

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

G7.B2 Students lack experience with timed writing prompts and digital formats

G7.B2.S1 Create resources that include but are not limited to frequent writing opportunities, increased use of computer lab and student computers in classroom, FSA Writing rubrics and editing tasks.

PD Opportunity 1

ELA grade-level PLCs

Facilitator

Coordinator of Reading, Shannon Blount, Literacy Coach, Patience Ciufu, and ELA Teacher Leader, Stephanie McCreary

Participants

Hidden Oaks Middle School ELA Teachers

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	To revise the master schedule for 2016 based on need.				\$0.00
2	G1.B1.S2.A1	Development student survey for Agri-Science, Architecture and Construction and Computing for College Readiness to determine the number of classes needed for 2016				\$0.00
3	G2.B1.S1.A1	Standards-aligned: scope & sequence, pacing guides, units and common assessments				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$500.00
<i>Notes: Professional Development of all Teachers in the support of Florida Standards, EOC Testing and EOY Testing</i>						
4	G3.B1.S1.A1	Teacher will be given PD or PLC days to identify and plan for academic gaps between the old and new standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,000.00
<i>Notes: Funds needed for subs.</i>						
5	G3.B1.S2.A1	Provide additional resources for students and teachers as needed.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$6,000.00
<i>Notes: Internal accounts for student supplies for additional textbooks, resources and materials.</i>						
6	G3.B2.S1.A1	Provide PD to teachers to support their instruction.				\$0.00
7	G4.B1.S1.A1	Teachers will be provided with professional development in the areas of common formative assessments, small group instruction, Marzano's design questions 2 & 3, and differentiation during PLCs and early release days. Professional development will be facilitated by the administration team and Literacy Coach. Teachers will collaboratively design lessons and share resources as they implement small group instruction.				\$0.00
8	G4.B2.S1.A1	Professional development opportunities will be given in the areas of project-based learning, Marzano's design question 4, text complexity and cognitive complexity. Professional development will be offered via PLCs and early release days.				\$1,500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,500.00
			<i>Notes: Funds for subs for ELA teachers to support their on-going growth in the new Florida Standards.</i>			
9	G4.B3.S1.A1	ELA Professional Learning Community: FSA test specs analysis, scale development, collaborative lesson design and protocols, peer observations, sharing of best practices/resources aligned with LAFS & FSA response mechanisms, aligning new textbook to district ELA framework, evaluating and using new textbook resources				\$0.00
10	G5.B1.S1.A1	PD and Training for the FSA testing format, response mechanisms and item specifications				\$0.00
11	G5.B2.S1.A1	Development of common formative assessments				\$0.00
12	G5.B2.S1.A2	Development of mid-point and final exams				\$0.00
13	G5.B3.S1.A1	Development of common formative assessments				\$0.00
14	G5.B3.S1.A2	Development of mid-point and final exams				\$0.00
15	G5.B4.S1.A1	Professional Development and training for teachers using the new Florida Standards.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,500.00
			<i>Notes: Funds for subs for release time at least twice a year for math teachers</i>			
16	G6.B1.S1.A1	Science PLC				\$0.00
17	G6.B1.S1.A2	Common formative and summative assessments & interactive Science notebooks				\$0.00
18	G6.B1.S1.A3	Mid-point and final exams for 7th and 8th grade levels of science				\$0.00
19	G7.B1.S1.A1	ELA grade-level PLCs				\$0.00
20	G7.B2.S1.A1	ELA grade-level PLCs				\$0.00
					Total:	\$10,500.00