

Martin County School District

# Hidden Oaks Middle School



2017-18 Schoolwide Improvement Plan

## Hidden Oaks Middle School

2801 SW MARTIN HWY, Palm City, FL 34990

[martinschools.org/o/homs](http://martinschools.org/o/homs)

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Middle School<br>6-8                             | No                     | 19%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 21%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A*      | A       |

*\*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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Hidden Oaks Middle School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - N/A                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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. "Educate all students for success"

##### b. 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!"

#### 2. School Environment

##### a. 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.

##### b. 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. Kagan strategies have been implemented to promote team building, trust, respect, communication skills and cooperation among students and with students and staff.

##### c. 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/infracton. Training is provided during pre-school 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.

**d. 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 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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.

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

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

| Indicator                       | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 16 | 32 | 22 | 0 | 0  | 0  | 0  | 70    |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 34 | 47 | 41 | 0 | 0  | 0  | 0  | 122   |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 1  | 1  | 1  | 0 | 0  | 0  | 0  | 3     |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 39 | 38 | 44 | 0 | 0  | 0  | 0  | 121   |

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



| Indicator                                  | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 12 | 25 | 16 | 0 | 0  | 0  | 0  | 53    |

**c. 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

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

We will continue to provide parents with effective ongoing communication via our 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), Classlink and Google Classroom have been implemented for students and parents to access information and assignments, AlertNow (an automated calling system that informs parents about important information) and our Student Handbook which is posted on the HOMS website. District website has a direct link to District Approved Instructional Materials which includes (by grade level and subject area) curriculum and instructional resources. 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 Council, and Parent/Teacher Association.

**2. 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.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

| Name                | Title               |
|---------------------|---------------------|
| Eckler, Jeri        | Principal           |
| Dailey, Michael     | Assistant Principal |
| Ciufo, Patience     | Instructional Coach |
| Overbaugh, Jason    | School Counselor    |
| Capley, Margaret    | Instructional Media |
| Coleman, Kelly      | Teacher, K-12       |
| McCreary, Stephanie | Teacher, K-12       |
| Smith, Teresita     | Teacher, K-12       |
| Stipo, Dana         | School Counselor    |
| Montague, Linda     | Teacher, K-12       |
| Neff, Stephanie     | Teacher, K-12       |
| Hutchinson, Dawne   | Teacher, K-12       |
| Sapp, Brittany      | Teacher, K-12       |
| Freedman, Tisha     | School Counselor    |
| Buddin, Danielle    | Teacher, K-12       |
| Campbell, Charlene  | Instructional Coach |
| Laws, Greg          | Assistant Principal |

#### b. Duties

**1. 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.

**2. 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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

| Name               | Stakeholder Group |
|--------------------|-------------------|
| Michael Dailey     | Principal         |
| Jeri Eckler        | Principal         |
| Valerie Cooper     | Parent            |
| Olga Maness        | Teacher           |
| Anabella Motto     | Parent            |
| Gudrun Regan       | Parent            |
| Susan Davison      | Parent            |
| Joi Murray         | Parent            |
| Kathy Peterson     | Parent            |
| Laura McKinney     | Parent            |
| Roseanne Cantisani | Parent            |
| Linda Montague     | Teacher           |
| Candi Keene        | Parent            |
| Heather Peacock    | Parent            |
| Helane Darazi      | Parent            |
| Jana Burnette      | Parent            |
| Janice Borowski    | Parent            |
| Karen DeCorso      | Parent            |
| Tina Brooks        | Parent            |
| Bruce Nathan       | Parent            |
| Panayotta Birch    | Parent            |
| Kathy Sykora       | Parent            |

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

Based on the results of school's last year assessment, Hidden Oaks Middle School maintained their "A" rating.

Change in Mean Scale Scores: Reading scores: 6th grade increased by 2 points, percent proficient increased by 2; 7th grade increased by 1 point, percent proficient increased by 5; 8th grade decreased by 2 points, percent proficient decreased by 3. Math scores; 6th grade increased by 5 points, percent proficient increased by 5; 7th grade increased by 1 point, percent proficient remained the same; 8th grade increased by 1 point, percent proficient decreased by 2. Science decreased by 3 points percent., percent proficient decreased by 8. Algebra increased by 4 points, percent proficient increased by 1 (100%). Civics score remained the same, percent proficient decreased by 3 points. . These scores were compared to the 2015 - 2016 test scores..

#### b. 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.

*c. Preparation of the school's annual budget and plan*

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

**2. 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: \$5,000.

Purchase of instructional materials and equipment

Physical Education Conference for one PE teacher: \$536.00

7th Grade Social Studies magazine, class set per 7th grade SS teacher: \$326.87

Science World Magazine - class set per grade: \$782.94

ELA Scope and Sequence Planning time, all ELA teachers 1/2 day: \$1,200

Math Counts Team Competition: \$190.00

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

No

*a. 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.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name                    | Title               |
|-------------------------|---------------------|
| Campbell, Charlene      | 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       |
| Ivins, Theresa          | Teacher, K-12       |
| Kingsley, Leslie        | Teacher, ESE        |
| Roberts, Valerie        | Teacher, K-12       |
| Welchance, Tricia       | Teacher, K-12       |
| Schneider, Debra        | Teacher, K-12       |
| DiSalvo, Alexis         | Teacher, K-12       |
| DeVito, Shari           | Teacher, K-12       |
| Janasky, Susan          | Teacher, K-12       |
| Koeppel, Amy            | Teacher, K-12       |

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. 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?

## **2. 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.

## **3. 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, Classlink, Google Classroom, 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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.

#### **b. Instructional Strategies**

##### ***1. 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:

--ELA teachers follow a framework that provides weekly small group instruction (for the purpose of remediation and enrichment) in either Reading or Writing for every student.

--Grade Level/Subject Area 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).

--All subject areas are implementing Kagan strategies to increase engagement for all students. Used for remediation, review, classbuilding and teambuilding

--Kagan strategies are implemented to increase student engagement and to insure that all students are participating in learning and also in review and practice of instructional material. Kagan strategies address all academic levels. Kagan strategies utilize data review in order to have differentiated groups

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.

**2. 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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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.

## **b. College and Career Readiness**

**1. 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.

**2. 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.

**3. 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, Architecture and Construction, Computing for College and Career Readiness, and Agri-science Foundation. which all 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.

**4. 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.**

NA

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. 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:

*No files were uploaded*

## 2. 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.

## B. 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.

## C. Strategic Goals

## 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.** 85% 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 as measured by the ELA 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 SSA Science Test.
- G7.** 75% of all students will demonstrate proficiency with the LAFS standards of informational writing and argumentative writing as measured by the FSA Writing assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

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

G098967

**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         |

**Targeted Barriers to Achieving the Goal** 3

- Time with the Master Schedule to offer additional CTE courses

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G1.** 8

Student Survey for additional CTE courses.

**Person Responsible**

LaRei Grier

**Schedule**

Semiannually, from 9/18/2017 to 5/4/2018

**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 2018

**Person Responsible**

Michael Dailey

**Schedule**

Annually, from 1/8/2018 to 6/8/2018

**Evidence of Completion**

Master Schedule for 2017 and Results of Student Surveys

**G2. 85% of 7th Grade Students will score a 2 or higher on the Civics EOC.** 1a

G098968

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 90.0          |

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** 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

**Plan to Monitor Progress Toward G2.** 8

Student Academic, Behavioral and Attendance data

**Person Responsible**

Stephanie Neff

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

**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 2018

**Person Responsible**

Jeri Eckler

**Schedule**

On 5/26/2018

***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

G098969

### Targets Supported 1b

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

### Targeted Barriers to Achieving the Goal 3

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

### Resources Available to Help Reduce or Eliminate the Barriers 2

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

### Plan to Monitor Progress Toward G3. 8

Progress Monitoring Assessments, common assessments, student products,

#### Person Responsible

Michael Dailey

#### Schedule

Quarterly, from 9/2/2017 to 6/2/2018

#### Evidence of Completion

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

### Plan to Monitor Progress Toward G3. 8

EOC tests

#### Person Responsible

Michael Dailey

#### Schedule


On 6/5/2018

#### Evidence of Completion

Final results from the Algebra 1 and Geometry EOC



**G4.** 85% of all students will demonstrate proficiency with the LAFS standards as measured by the ELA FSA. **1a**

 G098970

**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             |               |

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** **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
- Laptops in all ELA classrooms
- Kagan Strategies

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

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

**Person Responsible**

Patience Ciufo

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

**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, Focus attendance reports

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

G098971

**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          |

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** 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
- Kagan Strategies

**Plan to Monitor Progress Toward G5.** 8

Common formative assessments

**Person Responsible**

Brittany Sapp

**Schedule**

Biweekly, from 8/2/2017 to 6/2/2018

**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**

Brittany Sapp

**Schedule**

Semiannually, from 9/2/2017 to 6/5/2018

**Evidence of Completion**

Results of progress monitoring, 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 6/5/2018

**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 SSA Science Test.** 1a

G098972

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 78.0          |

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**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**

Danielle Buddin

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

**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**

Danielle Buddin

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

**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**

Danielle Buddin

**Schedule**

Semiannually, from 9/12/2017 to 5/26/2018

***Evidence of Completion***

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

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

G098973

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 75.0          |

**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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G7.** 8

PLC artifacts, student achievement data, teacher artifacts

**Person Responsible**

Patience Ciufu

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

**Evidence of Completion**

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

**Plan to Monitor Progress Toward G7. 8**

Common Formative Assessments

**Person Responsible**

Stephanie McCreary

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

**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 8/22/2017 to 5/26/2018

**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 5/26/2018

**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**

 G098967

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

 B266462

**G1.B1.S1** Review and revise the Master Schedule during the 2017-2018 school year to increase our offerings for the following school year. **4**

 S282361

### 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 2018 based on need.

#### Person Responsible

Michael Dailey

#### Schedule

Quarterly, from 1/8/2018 to 6/8/2018

#### Evidence of Completion

Student surveys and recommendation sheets for students

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Review number of students enrolled in CTE courses

**Person Responsible**

Michael Dailey

**Schedule**

On 6/8/2018

***Evidence of Completion***

Review student enrollment in CTE and review master schedule

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Review number of students enrolled in CTE courses

**Person Responsible**

Michael Dailey

**Schedule**

On 6/8/2018

***Evidence of Completion***

Review student enrollment in CTE courses and review master schedule

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

S282362

### 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 2018

#### Person Responsible

LaRei Grier

#### Schedule

Semiannually, from 8/29/2017 to 5/26/2018

#### Evidence of Completion

Results of the student survey and the 2017 master schedule.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of number of students enrolled in CTE courses

#### Person Responsible

Michael Dailey

#### Schedule

On 6/5/2018

#### Evidence of Completion

Review of number of students enrolled in CTE courses and review of master schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review of number of students enrolled in CTE

**Person Responsible**

Michael Dailey


**Schedule**

On 6/5/2018

***Evidence of Completion***

Review of number of students enrolled in CTE courses and review of master schedule

**G2.** 85% of 7th Grade Students will score a 2 or higher on the Civics EOC. **1**

 G098968

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

 B266463

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

 S282363

### 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, learning targets and scales, pacing guides, units and common assessments

#### Person Responsible

Dawne Hutchinson

#### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

#### Evidence of Completion

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

### Action Step 2 **5**

Organizing students in effective grouping

#### Person Responsible

Dawne Hutchinson

#### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

#### Evidence of Completion

Utilizing Kagan grouping techniques in the classroom, student data and work samples, evidence of student grouping strategies

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

District PD opportunities, Civics PLC meetings

### **Person Responsible**

Jeri Eckler

### **Schedule**

Monthly, from 8/15/2017 to 5/26/2018

### **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.). Utilizing Kagan strategies. Review/Study resources (workbooks for EOC, Kahoot, icivics.org, quia, virtual realityetc)

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

Student academic data

### **Person Responsible**

Dawne Hutchinson

### **Schedule**


Monthly, from 8/29/2017 to 5/26/2018

### **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

 G098969

**G3.B1** Academic and Standards Gap between grade levels 2

 B266464

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

 S282364

### 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 9/5/2017 to 6/2/2018

#### 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

Brittany Sapp

#### Schedule

Monthly, from 9/5/2017 to 6/2/2018

#### 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**

Brittany Sapp

**Schedule**

Biweekly, from 9/5/2017 to 6/2/2018

***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

 S282365

**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**

Monthly, from 9/12/2017 to 5/26/2018

***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**

Brittany Sapp

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

***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**

Brittany Sapp

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018


***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

 B266465

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

 S282366

**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 8/15/2017 to 5/26/2018

***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 9/12/2017 to 5/26/2018

***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 9/12/2017 to 5/26/2018

***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 as measured by the ELA FSA.

1

G098970

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

B266466

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

S282367

### 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. PD and training utilizing Kagan Strategies

#### Person Responsible

Patience Ciufu

#### Schedule

Monthly, from 8/15/2017 to 5/26/2018

#### 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

Patience Ciufu

#### Schedule

Monthly, from 8/15/2017 to 5/26/2018

#### 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 8/15/2017 to 5/26/2018

### 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

 B266467

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

 S282368

### 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, Kagan Strategies, 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 8/15/2017 to 5/26/2018

### 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**

Patience Ciufu

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

***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**

Patience Ciufu

**Schedule**

Monthly, from 8/29/2017 to 5/26/2018


***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**

 B266468

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

 S282369

**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 9/12/2017 to 6/5/2018

***Evidence of Completion***

PLC agendas, minutes, reflection

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

ELA professional learning community

**Person Responsible**

Stephanie McCreary

**Schedule**

Biweekly, from 8/22/2017 to 6/2/2018

***Evidence of Completion***

PLC agendas, minutes, work products



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

Student academic data

### Person Responsible

Stephanie McCreary

### Schedule

Monthly, from 8/15/2017 to 5/26/2018


### Evidence of Completion

Progress monitoring data, FOCUS reports

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

 G098971

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

 B266469

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

 S282370

### 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

Michael Dailey

### Schedule

On 5/26/2017

### 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 9/12/2017 to 5/26/2018

### ***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**

Brittany Sapp

### **Schedule**

Monthly, from 9/12/2017 to 5/26/2018

### ***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

 B266470

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

 S282371

**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**

Brittany Sapp

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

***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**

Brittany Sapp

**Schedule**

Semiannually, from 9/12/2017 to 5/26/2018

***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**

Brittany Sapp

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

**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**

Brittany Sapp

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

**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

 B266471

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

 S282372

**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**

Brittany Sapp

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

***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**

Brittany Sapp

**Schedule**

Semiannually, from 9/12/2017 to 5/26/2018

***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**

Brittany Sapp

### **Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

### **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**

Brittany Sapp


### **Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

### **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**

 B266472

**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**

 S282373

**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 Florida Standards.

**Person Responsible**

Michael Dailey

**Schedule**

On 8/25/2017

***Evidence of Completion***

PLC meetings notes and agendas, PD meeting notes and agendas

**Action Step 2** **5**

Collaborative development of learning goals and scales

**Person Responsible**

Brittany Sapp

**Schedule**

Monthly, from 9/12/2017 to 5/26/2018

***Evidence of Completion***

learning goals and scales developed during PLC's

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

Lesson plans and CTWs will determine the fidelity.

**Person Responsible**

Michael Dailey

**Schedule**

Monthly, from 9/12/2017 to 6/5/2018

**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**

Brittany Sapp

**Schedule**

Quarterly, from 9/12/2017 to 6/5/2018

**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 SSA Science Test. 1

G098972

**G6.B1** The increased rigor and text complexity on the SSA assessment tasks--particularly the word problems and calculations, graph interpretation and data analysis, and technical/information passages 2

B266473

**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

S282374

### Strategy Rationale

With specific reading and comprehension strategies, students will be able to master the rigorous content of the SSA

### Action Step 1 5

Science PLC

#### Person Responsible

Danielle Buddin

#### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

#### Evidence of Completion

Collaboratively designed lessons, developing learning goals and scales, assessments and labs that mimic SSA Science standards and question types and use supplemental resources that support LAFS content-area literacy standards and content big ideas; organizing students in effective grouping; utilizing Kagan strategies; 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

Danielle Buddin

#### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

#### 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**

Danielle Buddin

**Schedule**

Semiannually, from 9/12/2017 to 5/26/2018

**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**

Patience Ciufu

**Schedule**

Monthly, from 9/12/2017 to 5/26/2018

**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**

Danielle Buddin

**Schedule**

Biweekly, from 8/15/2017 to 5/26/2018

**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 FSA Writing assessment. **1**

 G098973

**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**

 B266474

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

 S282375

### 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 9/12/2017 to 5/26/2018

#### 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 Ciufo

#### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

#### 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**

Stephanie McCreary

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

***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**

 B266475

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

 S282376

**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 9/12/2017 to 6/5/2018

**Evidence of Completion**

PLC agendas, minutes, reflections and work products

**Action Step 2** **5**

Collaboratively developing learning goals and scales

**Person Responsible**

Stephanie McCreary

**Schedule**

Monthly, from 9/12/2017 to 5/26/2018

**Evidence of Completion**

Learning goals and scales for standards

**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 Ciufo

**Schedule**

Biweekly, from 8/15/2017 to 5/26/2018

***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**

Patience Ciufo

**Schedule**















Monthly, from 8/15/2017 to 5/26/2018

***Evidence of Completion***















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

## IV. Implementation Timeline













| Source                  | Task, Action Step or Monitoring Activity   | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|-------------------------|--|---------------------|-------------------------------|--|------------------------|
| <b>2018</b>             |  |                     |                               |  |                        |
| G5.B1.S1.A1<br>A381040  | PD and Training for the FSA testing format, response mechanisms and item specifications            | Dailey, Michael     | 9/12/2016                     | PLC meeting notes and agendas, district and school professional development  | 5/26/2017 one-time     |
| G5.B4.S1.A1<br>A381045  | Professional Development and training for teachers using the Florida Standards.                    | Dailey, Michael     | 8/7/2017                      | PLC meetings notes and agendas, PD meeting notes and agendas   | 8/25/2017 one-time     |
| G1.MA1<br>M413663       | Student Survey for additional CTE courses.   | Grier, LaRei        | 9/18/2017                     | Results of Student Surveys for all 3 CTE Courses   | 5/4/2018 semiannually  |
| G2.MA1<br>M413667       | Student Academic, Behavioral and Attendance data   | Neff, Stephanie     | 8/15/2017                     | 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 | 5/26/2018 monthly      |
| G2.MA2<br>M413668       | Final Results from the State Civic's EOC for 2018  | Eckler, Jeri        | 5/21/2018                     | Test results from DOE on the Civics EOC.   | 5/26/2018 one-time     |
| G4.MA1<br>M413683       | Progress Monitoring Assessment Results, Common Formative Assessment Results, and FSA Assessment... | Ciufo, Patience     | 8/15/2017                     | (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, Focus attendance reports | 5/26/2018 monthly      |
| G6.MA1<br>M413697       | Periodic data reviews of lowest quartile to measure growth, determine strengths and weaknesses,... | Buddin, Danielle    | 8/15/2017                     | Progress Monitoring data and formative and summative assessments   | 5/26/2018 monthly      |
| G6.MA2<br>M413698       | Common formative and summative assessments   | Buddin, Danielle    | 9/12/2017                     | PLC meeting notes and agendas, results of common formative and summative assessments   | 5/26/2018 biweekly     |
| G6.MA3<br>M413699       | Mid-point and final exams  | Buddin, Danielle    | 9/12/2017                     | Results of mid-point exams and final exams, PLC meeting notes and agendas, Focus Gradebook   | 5/26/2018 semiannually |
| G7.MA1<br>M413704       | PLC artifacts, student achievement data, teacher artifacts   | Ciufo, Patience     | 8/15/2017                     | PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking, kagan strategies   | 5/26/2018 monthly      |
| G7.MA2<br>M413705       | Common Formative Assessments   | McCreary, Stephanie | 8/15/2017                     | PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking   | 5/26/2018 monthly      |
| G7.MA3<br>M413706       | Progress monitoring assessments (twice yearly) for all grade levels in ELA                         | Ciufo, Patience     | 8/22/2017                     | PLC agendas and minutes, lesson plans, student portfolios, grade level focus calendars, classroom walk thru, observation feedback, FOCUS reports, student tracking   | 5/26/2018 semiannually |
| G7.MA4<br>M413707       | FSA Writing  | Dailey, Michael     | 2/20/2018                     | Results of FSA   | 5/26/2018 one-time     |
| G2.B1.S1.MA1<br>M413665 | Student academic data  | Hutchinson, Dawne   | 8/29/2017                     | District progress monitoring/benchmark results, FOCUS data reports, teacher-   | 5/26/2018 monthly      |

| Source  | Task, Action Step or Monitoring Activity  | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date    |
|---|---|---------------------|-------------------------------|---|-----------------------|
|   |   |                     |                               | created assessment data, small group instruction lesson plans, student work samples, FOCUS grade reports, informal classroom data   |                       |
| G2.B1.S1.MA1<br> M413666   | District PD opportunities, Civics PLC meetings  | Eckler, Jeri        | 8/15/2017                     | 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.). Utilizing Kagan strategies. Review/Study resources (workbooks for EOC, Kahoot, icivics.org, quia, virtual realityetc) | 5/26/2018<br>monthly  |
| G2.B1.S1.A1<br> A381032    | Standards-aligned: scope & sequence, learning targets and scales, pacing guides,units and common...   | Hutchinson, Dawne   | 9/12/2017                     | Lesson plans, PLC agendas, collaborative work product, student data & work samples, common assessments, Literacy Coach modeling and coaching conferences  | 5/26/2018<br>biweekly |
| G2.B1.S1.A2<br> A381033    | Organizing students in effective grouping   | Hutchinson, Dawne   | 9/12/2017                     | Utilizing Kagan grouping techniques in the classroom, student data and work samples, evidence of student grouping strategies  | 5/26/2018<br>biweekly |
| G3.B2.S1.MA1<br> M413673   | Through PLCs, student achievement results will be analyzed to determine the effectiveness of the PD.  | Dailey, Michael     | 9/12/2017                     | FOCUS reports, common formative and summative assessment data and analysis  | 5/26/2018<br>monthly  |
| G3.B2.S1.MA1<br> M413674   | Lesson plans, CWTs  | Dailey, Michael     | 9/12/2017                     | Lesson plans, PLC agendas and minutes, CWTs   | 5/26/2018<br>monthly  |
| G3.B2.S1.A1<br> A381036   | Provide PD to teachers to support their instruction.  | Dailey, Michael     | 8/15/2017                     | PD agendas and learning goals, CWT data, lesson plans   | 5/26/2018<br>monthly  |
| G4.B1.S1.MA1<br> M413677 | Academic progress of lowest-quartile students will be monitored and evaluated                         | Eckler, Jeri        | 8/15/2017                     | Early Warning System, MTSS, FOCUS reports, data from teacher-created common assessments and district-created progress monitoring assessments  | 5/26/2018<br>monthly  |
| G4.B1.S1.MA1<br> M413678 | Collaborative lesson design & common assessment design, literacy coach modeling & coaching            | Ciufo, Patience     | 8/15/2017                     | Lesson plans, common assessments, literacy coach's log/calendar/reflections, student work samples, student academic data  | 5/26/2018<br>monthly  |
| G4.B1.S1.A1<br> A381037  | Teachers will be provided with professional development in the areas of common formative...           | Ciufo, Patience     | 8/15/2017                     | Lesson plans, student work samples, PLC agendas & minutes, classroom walk-thru data, teacher-created common assessments   | 5/26/2018<br>monthly  |
| G4.B2.S1.MA1<br> M413679 | Student academic data   | Ciufo, Patience     | 8/29/2017                     | Student work samples, PLC data discussions and protocols, FOCUS reports, common assessment data, district progress monitoring assessment results  | 5/26/2018<br>monthly  |
| G4.B2.S1.MA1<br> M413680 | Teacher observation and feedback, literacy coach modeling and coaching, peer observation,...          | Ciufo, Patience     | 8/15/2017                     | Lesson plans, student work samples, literacy coach's log/calendar, student performance data   | 5/26/2018<br>monthly  |
| G4.B2.S1.A1<br> A381038  | Professional development opportunities will be given in the areas of project-based learning, Kagan... | Eckler, Jeri        | 8/15/2017                     | Lesson plans, student work samples, classroom walk-thru data, PLC agendas & minutes   | 5/26/2018<br>monthly  |
| G4.B3.S1.MA1<br> M413681 | Student academic data   | McCreary, Stephanie | 8/15/2017                     | Progress monitoring data, FOCUS reports   | 5/26/2018<br>monthly  |
| G5.B1.S1.MA1<br> M413684 | Student achievement (CBT skills and skills in answering FSA Math response mechanisms) will improve... | Sapp, Brittany      | 9/12/2017                     | FOCUS reports, data from teacher-created common assessments, data from district benchmarks, student work samples, student and teacher surveys   | 5/26/2018<br>monthly  |



| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|---|--|------------------|-------------------------------|---|------------------------|
| G5.B1.S1.MA1<br> M413685   | Lesson plans and CWTs will determine the fidelity of implementation.                             | Dailey, Michael  | 9/12/2017                     | 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   | 5/26/2018 quarterly    |
| G5.B2.S1.MA1<br> M413686   | When data is disaggregated, our at-risk groups will show improvement in targeted Math skills.    | Sapp, Brittany   | 9/12/2017                     | FOCUS reports, student progress monitoring data from personal learning goals and data portfolios, data from teacher-created and district-created common assessments   | 5/26/2018 biweekly     |
| G5.B2.S1.MA1<br> M413687   | Common assessments at each grade level and in each Math course.                                  | Sapp, Brittany   | 9/12/2017                     | Teacher-created common formative and summative assessments, results from the common assessments, data analysis of each common assessment, remedial lessons created  | 5/26/2018 biweekly     |
| G5.B2.S1.A1<br> A381041    | Development of common formative assessments  | Sapp, Brittany   | 9/12/2017                     | PLC meeting notes and agendas, common assessments, mid-point exam and final exam  | 5/26/2018 biweekly     |
| G5.B2.S1.A2<br> A381042    | Development of mid-point and final exams   | Sapp, Brittany   | 9/12/2017                     | PLC meeting notes and agendas, common assessments, mid-point exam and final exam  | 5/26/2018 semiannually |
| G5.B3.S1.MA1<br> M413688   | Improved progress monitoring of student achievement and more effective remediation and/or...     | Sapp, Brittany   | 9/12/2017                     | CWTs, data analysis charts/graphs from common assessments, FOCUS reports, student personal learning goals and progress tracking, enrichment lesson plans  | 5/26/2018 biweekly     |
| G5.B3.S1.MA1<br> M413689   | Common assessments will be created and administered.   | Sapp, Brittany   | 9/12/2017                     | teacher-created common assessments (formative and summative), data from common assessments  | 5/26/2018 biweekly     |
| G5.B3.S1.A1<br> A381043  | Development of common formative assessments  | Sapp, Brittany   | 9/12/2017                     | PLC meeting notes and agendas, common assessments, mid-point exam and final exam  | 5/26/2018 biweekly     |
| G5.B3.S1.A2<br> A381044  | Development of mid-point and final exams   | Sapp, Brittany   | 9/12/2017                     | PLC meeting notes and agendas, common assessments, mid-point exam and final exam  | 5/26/2018 semiannually |
| G5.B4.S1.A2<br> A381046  | Collaborative development of learning goals and scales   | Sapp, Brittany   | 9/12/2017                     | learning goals and scales developed during PLC's  | 5/26/2018 monthly      |
| G6.B1.S1.MA1<br> M413695 | PLC data discussions, student progress monitoring, lesson study, student work protocols          | Buddin, Danielle | 8/15/2017                     | District progress monitoring data and analysis, Focus reports, student Science notebooks, teacher-created common assessment data  | 5/26/2018 biweekly     |
| G6.B1.S1.MA1<br> M413696 | Lesson plans, classroom walk-thru feedback, observation feedback, Literacy Coach modeling and... | Ciufo, Patience  | 9/12/2017                     | Data discussions from common assessments and student work samples from collaboratively designed lessons; Literacy Coach's log/calendar; PLC minutes   | 5/26/2018 monthly      |
| G6.B1.S1.A1<br> A381047  | Science PLC  | Buddin, Danielle | 9/12/2017                     | Collaboratively designed lessons, developing learning goals and scales, assessments and labs that mimic SSA Science standards and question types and use supplemental resources that support LAFS content-area literacy standards and content big ideas; organizing students in effective grouping; utilizing Kagan strategies; student work samples that integrate Science and Literacy standards; PLC agendas & minutes | 5/26/2018 biweekly     |
| G6.B1.S1.A2<br> A381048  | Common formative and summative assessments & interactive Science notebooks                       | Buddin, Danielle | 9/12/2017                     | Common formative and summative assessments results, PLC meeting notes and agendas, student samples  | 5/26/2018 biweekly     |

| Source                  | Task, Action Step or Monitoring Activity   | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date        |
|-------------------------|--|---------------------|-------------------------------|---|---------------------------|
| G6.B1.S1.A3<br>A381049  | Mid-point and final exams for 7th and 8th grade levels of science                                      | Buddin, Danielle    | 9/12/2017                     | Mid-point and final exam results  | 5/26/2018<br>semiannually |
| G7.B1.S1.MA1<br>M413700 | Student academic data  | McCreary, Stephanie | 8/15/2017                     | Student personal goals and tracking samples, portfolios, FOCUS reports, student samples, common assessment (grade level prompts and parallel writes) data                               | 5/26/2018<br>monthly      |
| G7.B1.S1.MA1<br>M413701 | Lesson plans, small group instruction lessons/data, common assessments & writing activities            | Ciufo, Patience     | 9/12/2017                     | HMH dashboard data, student writing samples, student writing portfolios, grade level grammar and vocabulary focus calendars   | 5/26/2018<br>biweekly     |
| G7.B1.S1.A1<br>A381050  | ELA grade-level PLCs   | McCreary, Stephanie | 9/12/2017                     | PLC agendas, minutes, reflections and work products   | 5/26/2018<br>biweekly     |
| G7.B2.S1.MA1<br>M413702 | Student academic data  | Ciufo, Patience     | 8/15/2017                     | Student personal goals and tracking samples, portfolios, FOCUS reports, student samples, common assessment (grade level prompts and parallel writes) data                               | 5/26/2018<br>monthly      |
| G7.B2.S1.MA1<br>M413703 | Lesson plans, small group instruction lessons/data, common assessments & writing activities            | Ciufo, Patience     | 8/15/2017                     | Student writing samples, student writing portfolios, grade level grammar and vocabulary focus calendars   | 5/26/2018<br>biweekly     |
| G7.B2.S1.A2<br>A381052  | Collaboratively developing learning goals and scales   | McCreary, Stephanie | 9/12/2017                     | Learning goals and scales for standards   | 5/26/2018<br>monthly      |
| G1.B1.S2.A1<br>A381031  | Development student survey for Agri-Science, Architecture and Construction and Computing for...        | Grier, LaRei        | 8/29/2017                     | Results of the student survey and the 2017 master schedule.   | 5/26/2018<br>semiannually |
| G3.B1.S2.MA1<br>M413671 | Student achievement results will be analyzed to determine the effectiveness of shared resources and... | Sapp, Brittany      | 9/12/2017                     | FOCUS reports, data from common assessments, data from district benchmarks  | 5/26/2018<br>biweekly     |
| G3.B1.S2.MA1<br>M413672 | PLCs will serve as a vehicle for teachers to share, evaluate and create resources.                     | Sapp, Brittany      | 9/12/2017                     | PLC minutes and agendas, teacher-created lesson plans, data from common assessments   | 5/26/2018<br>biweekly     |
| G3.B1.S2.A1<br>A381035  | Provide additional resources for students and teachers as needed.                                      | Dailey, Michael     | 9/12/2017                     | Resource materials, reprographics, teacher requests   | 5/26/2018<br>monthly      |
| G3.MA1<br>M413675       | Progress Monitoring Assessments, common assessments, student products,                                 | Dailey, Michael     | 9/2/2017                      | Results of Progress Monitoring Assessments, PLC Agendas, results of common assessments  | 6/2/2018<br>quarterly     |
| G5.MA1<br>M413692       | Common formative assessments   | Sapp, Brittany      | 8/2/2017                      | All levels of common formative assessments results  | 6/2/2018<br>biweekly      |
| G3.B1.S1.MA1<br>M413669 | Academic gaps will be identified and remediated as appropriate in the scope and sequence               | Sapp, Brittany      | 9/5/2017                      | FOCUS reports, student achievement results from common assessments, student data folders and tracking of learning goals   | 6/2/2018<br>biweekly      |
| G3.B1.S1.MA1<br>M413670 | PLC agendas & minutes, teacher-created lesson plans & resources  | Sapp, Brittany      | 9/5/2017                      | PLC agendas & minutes, teacher-created lessons plans for remediation of academic gaps in Math, common formative assessments, data analysis, FOCUS reports, common summative assessments | 6/2/2018<br>monthly       |
| G3.B1.S1.A1<br>A381034  | Teacher will be given PD or PLC days to identify and plan for academic gaps between the old and new... | Dailey, Michael     | 9/5/2017                      | PD or PLC Agenda Notes  | 6/2/2018<br>quarterly     |
| G4.B3.S1.MA1<br>M413682 | ELA professional learning community  | McCreary, Stephanie | 8/22/2017                     | PLC agendas, minutes, work products   | 6/2/2018<br>biweekly      |
| G3.MA2<br>M413676       | EOC tests  | Dailey, Michael     | 5/1/2018                      | Final results from the Algebra 1 and Geometry EOC   | 6/5/2018<br>one-time      |

| Source  | Task, Action Step or Monitoring Activity  | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date       |
|---|---|---------------------|-------------------------------|--|--------------------------|
| G5.MA2<br> M413693         | Mid-point and final exam for all math content areas   | Sapp, Brittany      | 9/2/2017                      | Results of progress monitoring, mid-point and final exam results for all math content areas. | 6/5/2018<br>semiannually |
| G5.MA3<br> M413694         | FSA, EOC, and FAA Math Tests  | Dailey, Michael     | 4/10/2018                     | State results from the FSA, EOC, and FAA Assessment Results                                  | 6/5/2018<br>one-time     |
| G4.B3.S1.A1<br> A381039    | ELA Professional Learning Community: FSA test specs analysis, scale development, collaborative... | McCreary, Stephanie | 9/12/2017                     | PLC agendas, minutes, reflection   | 6/5/2018<br>biweekly     |
| G5.B4.S1.MA1<br> M413690   | Common assessments and district benchmark data will determine student achievement results.        | Sapp, Brittany      | 9/12/2017                     | FOCUS reports, data analysis of common assessments, data analysis of district benchmarks     | 6/5/2018<br>quarterly    |
| G5.B4.S1.MA1<br> M413691   | Lesson plans and CTWs will determine the fidelity.  | Dailey, Michael     | 9/12/2017                     | grade-level and course lesson plans, CWT data, student work samples                          | 6/5/2018<br>monthly      |
| G7.B2.S1.A1<br> A381051    | ELA grade-level PLCs  | McCreary, Stephanie | 9/12/2017                     | PLC agendas, minutes, reflections and work products  | 6/5/2018<br>biweekly     |
| G1.B1.S2.MA1<br> M413661   | Review of number of students enrolled in CTE  | Dailey, Michael     | 6/5/2018                      | Review of number of students enrolled in CTE courses and review of master schedule           | 6/5/2018<br>one-time     |
| G1.B1.S2.MA1<br> M413662   | Review of number of students enrolled in CTE courses  | Dailey, Michael     | 6/5/2018                      | Review of number of students enrolled in CTE courses and review of master schedule           | 6/5/2018<br>one-time     |
| G1.MA2<br> M413664         | Review and Revise Master School for School Year 2018  | Dailey, Michael     | 1/8/2018                      | Master Schedule for 2017 and Results of Student Surveys                                      | 6/8/2018<br>annually     |
| G1.B1.S1.MA1<br> M413659  | Review number of students enrolled in CTE courses   | Dailey, Michael     | 6/8/2018                      | Review student enrollment in CTE courses and review master schedule                          | 6/8/2018<br>one-time     |
| G1.B1.S1.MA1<br> M413660 | Review number of students enrolled in CTE courses   | Dailey, Michael     | 6/8/2018                      | Review student enrollment in CTE and review master schedule                                  | 6/8/2018<br>one-time     |
| G1.B1.S1.A1<br> A381030  | To revise the master schedule for 2018 based on need.   | Dailey, Michael     | 1/8/2018                      | Student surveys and recommendation sheets for students                                       | 6/8/2018<br>quarterly    |

## V. Professional Development Opportunities

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

**G2.** 85% 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, learning targets and scales, pacing guides, units and common assessments

#### Facilitator

Dr. Mark Malham, Dawne Hutchinson and Patience Cuifo

#### Participants

All Civics Teachers

#### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

**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 Brittney Sapp, Math Teacher Leader

#### Participants

All Hidden Oaks Math Teachers

#### Schedule

Quarterly, from 9/5/2017 to 6/2/2018

**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 Brittany Sapp, Math Teacher Leader

**Participants**

All Hidden Oaks Math Teachers

**Schedule**

Monthly, from 9/12/2017 to 5/26/2018

**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 8/15/2017 to 5/26/2018

**G4.** 85% of all students will demonstrate proficiency with the LAFS standards as measured by the ELA 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. PD and training utilizing Kagan Strategies

**Facilitator**

Administration and Literacy Coach

**Participants**

Entire staff

**Schedule**

Monthly, from 8/15/2017 to 5/26/2018

**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, Kagan Strategies, 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 8/15/2017 to 5/26/2018

**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, Brittney Sapp, Coordinator of Reading, Shannon Blount, ELA Teacher leader, Stephanie McCreary and Literacy Coach, Patience Ciufo, Mike Dailey

**Participants**

Hidden Oaks Middle School Teachers

**Schedule**

On 5/26/2017

**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**

Brittany Sapp-Math Teacher Leader and Mike Dailey--Assistant Principal

**Participants**

Hidden Oaks Middle School Math Teachers

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

## PD Opportunity 2

Development of mid-point and final exams

### Facilitator

Brittany Sapp--Math Teacher Leader and Mike Dailey--Assistant Principal

### Participants

Hidden Oaks Middle School Math Teachers

### Schedule

Semiannually, from 9/12/2017 to 5/26/2018

## 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

Brittany Sapp--Math Teacher Leader and Mike Dailey--Assistant Principal

### Participants

Hidden Oaks Middle School Math Teachers

### Schedule

Biweekly, from 9/12/2017 to 5/26/2018

## PD Opportunity 2

Development of mid-point and final exams

### Facilitator

Brittany Sapp--Math Teacher Leader and Mike Dailey--Assistant Principal

### Participants

Hidden Oaks Middle School Math Teachers

### Schedule

Semiannually, from 9/12/2017 to 5/26/2018



**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 Florida Standards.

**Facilitator**

Coordinator of Math, Steve Layson, Assistant Principal Mike Dailey and Math Teacher Leader, Brittany Sapp

**Participants**

Hidden Oaks Middle School Math Teachers

**Schedule**

On 8/25/2017

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

**G6.B1** The increased rigor and text complexity on the SSA 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, Danielle Buddin, Principal, Jeri Eckler

**Participants**

Hidden Oaks Middle School Science Teachers

**Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

## **PD Opportunity 2**

Common formative and summative assessments & interactive Science notebooks

### **Facilitator**

Coordinator of Science, Valerie Gaynor, Science Teacher Leader, Danielle Buddin, Principal, Jeri Eckler

### **Participants**

Hidden Oaks Middle School Science Teachers

### **Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

## **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, Danielle Buddin, Principal, Jeri Eckler

### **Participants**

Hidden Oaks Middle School Science Teachers

### **Schedule**

Semiannually, from 9/12/2017 to 5/26/2018

**G7.** 75% of all students will demonstrate proficiency with the LAFS standards of informational writing and argumentative writing as measured by the 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 laptops classroom, FSA Writing rubrics and editing tasks.

### **PD Opportunity 1**

ELA grade-level PLCs

#### **Facilitator**

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

#### **Participants**

Hidden Oaks Middle School ELA Teachers

#### **Schedule**

Biweekly, from 9/12/2017 to 5/26/2018

**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 student laptop 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 Ciufo, and ELA Teacher Leader, Stephanie McCreary

#### **Participants**

Hidden Oaks Middle School ELA Teachers

#### **Schedule**

Biweekly, from 9/12/2017 to 6/5/2018

## VI. Technical Assistance Items

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

## VII. Budget

|   |             |   |  |                          |     |            |
|---|-------------|---|--|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | To revise the master schedule for 2018 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 2018   |  |                          |     | \$0.00     |
| 3 | G2.B1.S1.A1 | Standards-aligned: scope & sequence, learning targets and scales, pacing guides, units and common assessments   |  |                          |     | \$500.00   |
|   | Function    | Object  | Budget Focus   | Funding Source           | FTE | 2017-18    |
|   |             |   | District-Wide  | School Improvement Funds |     | \$500.00   |
|   |             |   | Notes: Professional Development of all Teachers in the support of Florida Standards, EOC Testing and EOY Testing |                          |     |            |
| 4 | G2.B1.S1.A2 | Organizing students in effective grouping   |  |                          |     | \$0.00     |
| 5 | 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 | 2017-18    |
|   |             |   | District-Wide  | General Fund             |     | \$1,000.00 |
|   |             |   | Notes: Funds needed for subs.  |                          |     |            |
| 6 | G3.B1.S2.A1 | Provide additional resources for students and teachers as needed.   |  |                          |     | \$6,000.00 |
|   | Function    | Object  | Budget Focus   | Funding Source           | FTE | 2017-18    |
|   |             |   | District-Wide  | Other                    |     | \$6,000.00 |
|   |             |   | Notes: Internal accounts for student supplies for additional textbooks, resources and materials.                 |                          |     |            |
| 7 | G3.B2.S1.A1 | Provide PD to teachers to support their instruction.  |  |                          |     | \$0.00     |
| 8 | 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. PD and training utilizing Kagan Strategies |  |                          |     | \$0.00     |
| 9 | G4.B2.S1.A1 | Professional development opportunities will be given in the areas of project-based learning, Kagan Strategies, Marzano's design question 4, text complexity and cognitive complexity. Professional development will be offered via PLCs and early release days.   |  |                          |     | \$1,500.00 |
|   | Function    | Object  | Budget Focus   | Funding Source           | FTE | 2017-18    |

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|        |             |  |   |                |     |             |
|--------|-------------|--|---|----------------|-----|-------------|
|        |             |  | District-Wide   | General Fund   |     | \$1,500.00  |
|        |             |  | Notes: Funds for subs for ELA teachers to support their on-going growth in the new Florida Standards. |                |     |             |
| 10     | 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      |
| 11     | G5.B1.S1.A1 | PD and Training for the FSA testing format, response mechanisms and item specifications  |   |                |     | \$0.00      |
| 12     | G5.B2.S1.A1 | Development of common formative assessments  |   |                |     | \$0.00      |
| 13     | G5.B2.S1.A2 | Development of mid-point and final exams   |   |                |     | \$0.00      |
| 14     | G5.B3.S1.A1 | Development of common formative assessments  |   |                |     | \$0.00      |
| 15     | G5.B3.S1.A2 | Development of mid-point and final exams   |   |                |     | \$0.00      |
| 16     | G5.B4.S1.A1 | Professional Development and training for teachers using the Florida Standards.  |   |                |     | \$1,500.00  |
|        | Function    | Object   | Budget Focus  | Funding Source | FTE | 2017-18     |
|        |             |  | District-Wide   | General Fund   |     | \$1,500.00  |
|        |             |  | Notes: Funds for subs for release time at least twice a year for math teachers                        |                |     |             |
| 17     | G5.B4.S1.A2 | Collaborative development of learning goals and scales   |   |                |     | \$0.00      |
| 18     | G6.B1.S1.A1 | Science PLC  |   |                |     | \$0.00      |
| 19     | G6.B1.S1.A2 | Common formative and summative assessments & interactive Science notebooks   |   |                |     | \$0.00      |
| 20     | G6.B1.S1.A3 | Mid-point and final exams for 7th and 8th grade levels of science  |   |                |     | \$0.00      |
| 21     | G7.B1.S1.A1 | ELA grade-level PLCs   |   |                |     | \$0.00      |
| 22     | G7.B2.S1.A1 | ELA grade-level PLCs   |   |                |     | \$0.00      |
| 23     | G7.B2.S1.A2 | Collaboratively developing learning goals and scales   |   |                |     | \$0.00      |
| Total: |             |  |   |                |     | \$10,500.00 |