

Martin County School District

Hidden Oaks Middle School



2019-20 Schoolwide Improvement Plan

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Hidden Oaks Middle School

2801 SW MARTIN HWY, Palm City, FL 34990

martinschools.org/o/homs

Demographics

Principal: Trisha Elliott

Start Date for this Principal: 9/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (73%) 2016-17: A (66%) 2015-16: A (68%) 2014-15: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hidden Oaks Middle is committed to providing a safe and challenging learning environment, empowering all students to achieve their utmost potential, preparing them 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"

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jones, Christopher	Principal	Facilitate the implementation of the school-wide instructional program as indicated within the School Improvement Plan. This includes monitoring instructional practices and student outcomes; providing guidance, direction, and feedback to students, staff, and families; and taking action to address areas of weakness evidenced within our performance data.
Elliott, Trisha	Assistant Principal	The role of the Assistant Principal is to support the mission and vision outlined in the School Improvement Plan. My support will mirror efforts to monitor instructional practices and student outcomes; providing guidance, direction, and feedback to all stakeholders. Student data will be the focus of all problem solving and action planning conversations. Also, the role of Assistant Principal is to support a hospitable school climate that is safe, cooperative and collaborative to all students, staff, and families. The role also calls for identifying and cultivating instructional leadership opportunities among staff members. Multiplying leadership roles within instructional staff will enable teachers to learn and teach at their best.
Ciufo, Patience	Instructional Coach	
Overbaugh, Jason	School Counselor	
Capley, Margaret	Instructional Media	
Coleman, Kelly	Teacher, K-12	
McCreary, Stephanie	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	
Walters, Natalie	Teacher, K-12	

Name	Title	Job Duties and Responsibilities
Hendricks, Greg	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	324	336	372	0	0	0	0	1032	
Attendance below 90 percent	0	0	0	0	0	0	21	22	32	0	0	0	0	75	
One or more suspensions	0	0	0	0	0	0	6	11	11	0	0	0	0	28	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	33	37	35	0	0	0	0	105	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	7	14	15	0	0	0	0	36

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

62

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	21	11	32	0	0	0	0	64	
One or more suspensions	0	0	0	0	0	0	35	56	45	0	0	0	0	136	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	0	0	0	33	37	35	0	0	0	0	105	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	2	13	12	0	0	0	0	27	

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	62%	54%	76%	62%	52%
ELA Learning Gains	63%	58%	54%	64%	58%	54%
ELA Lowest 25th Percentile	54%	51%	47%	50%	45%	44%
Math Achievement	88%	74%	58%	79%	71%	56%
Math Learning Gains	81%	68%	57%	71%	72%	57%
Math Lowest 25th Percentile	68%	55%	51%	49%	61%	50%
Science Achievement	78%	64%	51%	66%	57%	50%
Social Studies Achievement	0%	87%	72%	87%	75%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	324 (0)	336 (0)	372 (0)	1032 (0)
Attendance below 90 percent	21 (0)	22 (0)	32 (0)	75 (0)
One or more suspensions	6 (0)	11 (0)	11 (0)	28 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Level 1 on statewide assessment	33 (0)	37 (0)	35 (0)	105 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	72%	57%	15%	54%	18%
	2018	78%	56%	22%	52%	26%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	74%	53%	21%	52%	22%
	2018	75%	57%	18%	51%	24%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
08	2019	80%	62%	18%	56%	24%
	2018	82%	63%	19%	58%	24%
Same Grade Comparison		-2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	81%	64%	17%	55%	26%
	2018	79%	63%	16%	52%	27%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	78%	60%	18%	54%	24%
	2018	81%	65%	16%	54%	27%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
08	2019	90%	67%	23%	46%	44%
	2018	81%	66%	15%	45%	36%
Same Grade Comparison		9%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	78%	58%	20%	48%	30%
	2018	72%	57%	15%	50%	22%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	71%	-71%
2018	90%	79%	11%	71%	19%
Compare		-90%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	75%	24%	61%	38%
2018	100%	70%	30%	62%	38%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	65%	35%	57%	43%
2018	100%	61%	39%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	55	49	54	65	57	40		22		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	58	57		75	53						
ASN	88	64		100	75		100		93		
BLK	47	67		56	67	55					
HSP	74	62	55	82	83	74	80		72		
MUL	76	60		86	80		80				
WHT	76	62	55	89	81	66	77		68		
FRL	57	57	47	75	76	67	64		47		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	48	36	58	69	63	32	72	22		
ELL	54	77		69	80						
ASN	94	72		100	86		100	100	93		
BLK	57	57	50	55	70	62	45				
HSP	75	64	51	77	74	57	64	89	53		
MUL	89	69		86	77		100		92		
WHT	79	67	55	87	78	70	73	91	62		
FRL	62	57	43	72	70	65	52	77	47		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	38	32	38	50	35	27	55	14		
ASN	96	79		96	88			100	90		
BLK	45	53		40	53	27					
HSP	69	56	47	72	63	42	56	79	69		
MUL	77	55		86	85						
WHT	77	65	52	80	71	51	69	88	52		
FRL	61	55	47	64	63	42	51	80	42		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 6th grade ELA as well as all subgroups except SWD and ELL. Contributing factors are a change in test format and a change in number of question types. Other contributing factors could be no grades given in elementary school so students are having to adapt to a new academic environment (grading, HW, studying, no multiple re-takes on tests) in middle school.

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

The data component that showed the lowest performance was 6th grade ELA as well as all subgroups except SWD and ELL. Contributing factors are a change in test format and a change in number of question types. Other contributing factors could be no grades given in elementary school so students are having to adapt to a new academic environment (grading, HW, studying, no multiple re-takes on tests) in middle school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our data components are above the state average. 8th grade math and Geometry had the greatest gap being 44 points above the state average

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

8th grade math showed the most improvement with an increase of 9%. This increase was due to strategic scheduling.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Attendance below 90%

2. 1 or more suspensions

These are both areas of concern due to students not being in class and missing instruction

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

1. ESE Learning Gains

2. Lowest 25% Gains

3. More support staff

4. Support ELA strategies across the curriculum/Preparing students for testing formats

5. Challenging 4's and 5's to maintain and/or increase their level

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Participation in a Career Research and Technical Course
Rationale	To have as many students as possible participate in our CTE courses during each school year; to expose students to future careers and 21st century skills.
State the measurable outcome the school plans to achieve	All 8th grade students must successfully complete the semester long Career Research class. 7th grade students also have an opportunity to complete a semester long computer class.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching <p>State mandated career research curriculum</p> <ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand.this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. Students can use examples as a guide during independent work 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final evaluation of learning 10. Differentiated Teaching - meet the needs of all students no matter their level, those who are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product
Rationale for Evidence-based Strategy	
Action Step	

Description	<ol style="list-style-type: none">1. Revise Master Schedule to accommodate 7th and 8th grade students2. FLVS for Career Research availability for 8th students whose schedule did not allow for the class3. Review number of students enrolled in CTE courses4. Additional Resources: District CTE Coordinator and CTE Department, Grants, and Funding to support CTE Classes
Person Responsible	[no one identified]

#2	
Title	Students Enrolled in Math EOC classes
Rationale	Students need additional practice on EOC style questions and the CBT based test (prior to the EOC). Students need coaching and additional practice on applying math to real world type situations and being able to explain/rationalize their answers in order to promote student success.
State the measurable outcome the school plans to achieve	100% of students will score proficient on Algebra and Geometry EOC assessments Sub-group focus - All sub-groups and also to include lowest-quartile and all at-risk students as well as challenging and maintaining our high performing students
Person responsible for monitoring outcome	Brittany Sapp (sappb@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand.this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final evaluation of learning

10. Differentiated Teaching - meet the needs of all students no matter their level, those who are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product

Action Step

1. Teachers will be given PD (School and District level) and/or PLC days to identify and plan for instruction, district assessments, common formative assessments in EOC subjects, small group instruction, differentiated instruction, Kagan Strategies. Early release day trainings and time to work collaboratively on review/reteach material to fill in prior knowledge gaps or gaps in content
2. PD and Training for the EOC; covering EOC testing format, response mechanisms and item specifications
3. Collaborative lesson design; collaboratively design common assessments; shared best practices/resources aligned with Algebra and Geometry High School Standards, implementation of small group instruction, utilize research-based best practices for instructional strategies. School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content.
4. Data Analysis of District Assessment results, Common Formative Assessments results and EOC results
5. Academic progress of lowest-quartile and at-risk students will be monitored, evaluated and instruction will be modified as needed

Description

6. Each semester, teachers are provided a full day out of the classroom to meet with grade level content area teams in order to analyze data, collaboratively lesson plan, create assessments and share best practices. This is led by our Reading Coach
7. Peer Observation; Teacher observation and feedback
8. To support students' mental health: Start with Hello (Sandy Hook Promise), Restorative Practices, Safe School Ambassadors, Boys-N-Girls Club Mentors, Check and Connect, Tykes and Teens, Social Worker and School Counselors
9. Math Professional Learning Communities
10. Free morning tutoring opportunities available
11. Additional Resources: District Coordinator of Math; Literacy Coach; PLC for Math; District Scope and Sequence for math; Textbook Resources; PD at School and District Level; CPALMS; MTSS: meets weekly to identify at-risk students; Critical Thinking/ Intervention Class at-risk students are assigned; Paraprofessional dedicated to ELL, resources provided in native language for ELL; Check and Connect; Lunch Bunch for Academics; Counselors Monitor students
12. Utilize Focus reports for data analysis; analyze common assessment data; analyze student data and student products; periodic review of lowest quartile and at-risk students; tracking of learning goals to identify academic gaps and remediate in these areas

Person Responsible

Brittany Sapp (sappb@martin.k12.fl.us)

#3	
Title	ELA LAFS Standards
Rationale	Direct targeted instruction is needed to identify and remediate areas of weakness in Reading. Instruction will be individualized and contribute to the growth of all students. There is a need to provide students with diverse opportunities to perform cognitively complex tasks, interact with text at complex levels, problem solve, experience differentiated instruction, and participate in small group instruction to support their continued growth.
State the measurable outcome the school plans to achieve	85% of all students will demonstrate proficiency with the LAFS Standards measured by the ELA FSA. Sub-group focus - All sub-groups and also to include all at-risk students, lowest-quartile as well as challenging and maintaining our high performing students.
Person responsible for monitoring outcome	Stephanie McCreary (mccreas@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand. this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. Students can use examples as a guide during independent work 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final

evaluation of learning

10. Differentiated Teaching - meet the needs of all students no matter their level, those who are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product

Action Step

1. Teachers will be provided with PD in the areas of common formative assessments, small group instruction Marzano's design questions 2&3&4, differentiated learning, Kagan strategies. Early release day trainings and allowing for to work collaboratively on review/ reteach material to fill in prior knowledge gaps or gaps in content.

2. Collaborative lesson design and protocols; collaboratively design common assessments; shared best practices/resources aligned with LAFS & FSA response mechanisms and implementation of small group instruction; literacy coach modeling and coaching and PD; FSA test spec analysis; this will be occur during PLC's and early release days, and will be facilitated by the administration team, Literacy Coach and ELA team leader. School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content.

3. Data Analysis of District Assessment results, Common Formative and Summative Assessment Results and FSA results. Academic progress of lowest-quartile and at-risk and students will be monitored, evaluated and instruction will be modified as needed..

4. Each semester, teachers are provided a full day out of the classroom to meet with grade level content area teams in order to analyze data, collaboratively lesson plan, create assessment and share best practices. This is led by our Reading Coach

5. Peer Observation; Teacher observation and feedback

6. To support students' mental health: Start With Hello (Sandy Hook Promise), Restorative Practices, Safe School Ambassadors, Boys-N-Girls Club Mentors, Check and Connect, Tykes and Teens, Social Worker and School Counselors

7. Additional Resources: Literacy Coach, Coordinator of Reading, District Scope and Sequence for ELA, CPALMS, HMH ELA Textbook, Laptops in ELA classrooms, MTSS: meets weekly to identify at-risk students, SPIRE, Snap and Read (PD and Coaching), 4 Intensive Reading Classes, Critical Thinking/Intervention class at-risk students are assigned, Ready LAFS workbooks for targeted scaffolded standards based instruction, Questioning Strategies and Questioning PD, Imagine Learning for ELL, Paraprofessional dedicated to ELL, resources provided in native language for ELL, Check and Connect, Lunch Bunch for Academics, Counselors monitor students

8. PLC Data - review of best practices, analysis of student data, coaching and PD

9. Focus Reports - Data analysis, academic, behavioral and attendance

10. Samples of students' progress monitoring and student work samples.

11. FSA ELA Results

Description

Person Responsible

Stephanie McCreary (mccreas@martin.k12.fl.us)

#4	
Title	LAFS Standards of Informational Writing and Argumentative Writing
Rationale	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 the FSA writing assessment
State the measurable outcome the school plans to achieve	85% of all students will achieve a score of at least 7 on the writing strand of the ELA FSA test. Sub-group focus - All sub-groups and also to include all at-risk students, lowest-quartile as well as challenging and maintaining our high performing students.
Person responsible for monitoring outcome	Stephanie McCreary (mccreas@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand.this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. Students can use examples as a guide during independent work 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final

evaluation of learning

10. Differentiated Teaching - meet the needs of all students no matter their level, those who are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product

Action Step

Description

1. Teachers will be provided with PD in the areas of common formative assessments, small group instruction, writing activities, differentiated learning, Kagan strategies. Early release day trainings and allowing time to work collaboratively on review/reteach material to fill in prior knowledge gaps or gaps in content
2. Collaborative lesson design and protocols; collaboratively design common assessments; shared best practices/resources aligned with LAFS writing standards and text complexity definition; literacy coach modeling and coaching; FSA writing test spec analysis and FSA rubric; this will be occur during PLC's and early release days, and will be facilitated by the administration team, Literacy Coach and ELA team leader. implementation of small group instruction, utilize research-based best practices for instructional strategies. School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content.
3. Data Analysis of student academic data, District Assessment results, Common Formative Assessment Results and FSA results. Academic progress of lowest-quartile and at-risk students will be monitored, evaluated and instruction will be modified as needed
4. Each semester, teachers are provided a full day out of the classroom to meet with grade level content area teams in order to analyze data, collaboratively lesson plan, create assessment and share best practices. This is led by our Reading Coach
5. Peer Observation; Teacher observation and feedback
6. To support students' mental health: Start with Hello (Sandy Hook Promise), Restorative Practice, Safe School Ambassadors, Boys-N-Girls Club Mentors, Check and Connect, Tykes and Teens, Social Worker and School Counselors
7. Additional Resources: Literacy Coach (1 1/2), Coordinator of Reading, District Scope and Sequence for ELA, CPALMS, HMH ELA Textbook (research based writing), Increase use of non-fiction text and literature based and authentic writing, frequent timed writing opportunities, District Parallel Writes, Collegial Discussions, Laptops in ELA classrooms, MTSS: meets weekly to identify at-risk students, SPIRE, Snap and Read (PD and Coaching), Critical Thinking/Intervention class at-risk students are assigned, Paraprofessional dedicated to ELL, resources provided in native language for ELL; Check and Connect, Lunch Brunch for Academics, Counselors monitor students
8. PLC Data - review of best practices, analysis of student data, coaching and PD
9. Focus Reports - Data analysis, academic, behavioral and attendance
10. Samples of students' progress monitoring and student work samples.
11. FSA Writing Results

Person Responsible

Stephanie McCreary (mccreas@martin.k12.fl.us)

#5	
Title	Math FSA Standards
Rationale	Students need additional practice on FSA style questions (all grades) and the CBT based test (prior to FSA for 7th and 8th grade, 6th grade is paper based). Students need coaching and additional practice on applying math to real world type situations and being able to explain/rationalize their answers. Teachers need PD on creating CBT aligned resources and on filling in the gaps on prerequisite skills that are not mastered in prior years.
State the measurable outcome the school plans to achieve	85% of students 6th and 7th grade students will score proficient on the math FSA. 92% of students in 8th grade will score proficient on the math FSA. Sub-group focus - All sub-groups and also to include all at-risk students, lowest-quartile as well as challenging and maintaining our high performing students.
Person responsible for monitoring outcome	Brittany Sapp (sappb@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand.this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. Students can use examples as a guide during independent work 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final

evaluation of learning

10. Differentiated Teaching - meet the needs of all students no matter their level, those who are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product

Action Step

1. PD and Training for the FSA testing formats, response mechanisms and item specifications. Early release day trainings and allowing time to work collaboratively on review/reteach material to fill in prior knowledge gaps or gaps in content
2. Teachers will be provided with PD in the areas of common formative assessments, small group instruction, differentiated instruction, Kagan strategies
3. Collaborative lesson design; collaboratively design common assessments; shared best practices/resources aligned with Math FSA and LAFS Standards, implementation of small group instruction, utilize research-based best practices for instructional strategies. School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content.
4. Data Analysis of District Assessment results, Common Formative and Summative Assessment Results and FSA results
5. Academic progress of lowest-quartile and at-risk students will be monitored, evaluated and instruction will be modified as needed
6. Peer Observation; Teacher observation and feedback
7. Math Professional Learning Community
8. Each semester, teachers are provided a full day out of the classroom to meet with grade level content area teams in order to analyze data, collaboratively lesson plan, create assessment and share best practices. This is led by our Reading Coach
9. Free morning tutoring opportunities available
10. To support students' mental health: Start with Hello (Sandy Hook Promise), Safe School Ambassadors, Boys-N-Girls Club Mentors, Check and Connect, Tykes and Teens, Social Worker and School Counselors
11. Additional Resources: District Coordinator of Math, Literacy Coach, District Scope and Sequence for math (all levels), CPALMS, Math textbooks and resources; MTSS: meets weekly to identify at-risk students, Critical Thinking/Intervention class at-risk students are assigned, Paraprofessional dedicated to ELL, resources provided in native language for ELL, Check and Connect, Lunch Bunch for Academics, Guidance monitors students. Support Facilitators continue to monitor and track ESE students. Supports modified as needed
12. PLC Data - review of best practices, analysis of student data, coaching and PD
13. Focus Reports - Data analysis, academic, behavioral and attendance
14. Samples of students' progress monitoring and student work samples.
15. FSA Math Results

Description

Person Responsible

Brittany Sapp (sappb@martin.k12.fl.us)

#6	
Title	Science SSA Standards
Rationale	Specific reading and comprehension strategies are needed in order to prepare students to master the rigorous content of the SSA
State the measurable outcome the school plans to achieve	85% of students will be proficient on the SSA Science test Sub-group focus - All sub-groups also to include lowest-quartile and all at-risk students as well as challenging and maintaining our high performing students
Person responsible for monitoring outcome	Danielle Buddin (buddind@martinschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand.this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. Students can use examples as a guide during independent work 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final evaluation of learning 10. Differentiated Teaching - meet the needs of all students no matter their level, those who

are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product

Action Step

1. Teachers will be provided with PD in the areas of common formative assessments, small group instruction, differentiated learning, Kagan strategies. Early release day trainings and allowing time to work collaboratively on review/reteach material to fill in prior knowledge gaps or gaps in content
2. Collaborative lesson design; collaboratively developing learning goals and scales, collaboratively design common assessments; assessments and labs will follow SSA standards and SSA question types, supplemental resources that support LAFS content area literacy standards and content big ideas, shared best practices/resources aligned with Science SSA standards, implementation of small group instruction, utilize research-based best practices for instructional strategies. School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content.
3. Data Analysis of District Assessment results, Common Formative Assessment Results and SSA results
4. Academic progress of lowest-quartile and at-risk students will be monitored, evaluated and instruction will be modified as needed
5. Each semester, teachers are provided a full day out of the classroom to meet with grade level content area teams in order to analyze data, collaboratively lesson plan, create assessment and share best practices. This is led by our Reading Coach
6. Peer Observation; Teacher observation and feedback
7. Science Professional Learning Community
8. To support students' mental health: Start with Hello (Sandy Hook Promise), Restorative Practice, Safe School Ambassadors, Boys-N-Girls Club Mentors, Check and Connect, Tykes and Teens, Social Worker and Guidance Counselors, Safe School Ambassadors
9. Additional Resources: District Coordinator of Science, Literacy Coach, District Scope and Sequence for science, District created labs, framework, pacing guides, scope and sequence; FCAT 2.0 test specs, CPALMS, Science textbooks and resources; MTSS: meets weekly to identify at-risk students, Critical Thinking/Intervention class at-risk students are assigned, Paraprofessional dedicated to ELL, School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content. Check and Connect, Boys-N-Girls Club Mentors, Lunch Bunch for Academics, Guidance monitors students.

Description

Person

Responsible

Danielle Buddin (buddind@martinschools.org)

#7	
Title	Students enrolled in Civics EOC Classes
Rationale	Students need additional practice on EOC style questions and the CBT based test (prior to the EOC). Specific reading and comprehension strategies are needed to prepare students for the civics EOC. Analyzing data from progress monitoring and CQA's will be utilized to target individual strengths and weaknesses in order to more effectively plan instruction, design lessons and collaboratively plan methods of reteaching of the critical areas.
State the measurable outcome the school plans to achieve	85% of our 8th grade students will score a 2 or higher on the civics EOC. Sub-group focus - All sub-groups and also to include lowest-quartile and all at-risk students as well as challenging and maintaining our high performing students
Person responsible for monitoring outcome	Dawne Hutchinson (hutchid@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals 2. Structuring Lessons 3. Explicit Learning 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Setting Goals - explains what students need to be able to do and understand.this gives the teacher guidelines into planning activities and lets students know what is required of them 2. Structured Lessons - reinforces routines, scaffolds learning, lists specific steps and activities. Planned sequencing links the lesson and learning 3. Explicit Learning - intentions and success criteria are determined and made clear to students, presented by modeling and teacher checks for understanding, revisits what was learned and links information together 4. Worked Examples - a worked example is presented and explained, step by step. Students can use examples as a guide during independent work 5. Collaborative Learning - students actively participate in organizing the collaborative work, roles, responsibilities and outcomes 6. Multiple Exposures - multiple interactions over time are needed to develop understanding of new concepts and knowledge. Different activities over several days enhance learning 7. Questioning - students are able to express opinions, argue, discuss and present points of view. effective questioning provides feedback of student understanding and effectiveness of teaching strategies 8. Feedback - informs the teacher and students on performs compared to learning goals. Based on feedback, teachers can redirect instruction to meet student needs. Feedback can be formal or informal. 9. Metacognitive Strategies - teaches students to think on their own. Self-regulation, motivation, motivation. Students are involved in the learning, monitoring progress and final

evaluation of learning

10. Differentiated Teaching - meet the needs of all students no matter their level, those who are behind to those whose level is above expectation. lessons are planned to adjust the level for content, process and product

Action Step

1. Teachers will be given PD (School and District level) and/or PLC days to identify and plan for instruction, district assessments, common formative assessments in all EOC subjects, Civics quarterly practice CQA's small group instruction, differentiated instruction, Kagan Strategies. Early release day trainings and to time to work collaboratively on review/ reteach material to fill in prior knowledge gaps or gaps in content
2. PD and Training for the EOC; covering EOC testing format, response mechanisms and item specifications
3. Collaborative lesson design; collaboratively design common assessments; shared best practices/resources aligned with Civics Standards, implementation of small group instruction, utilize research-based best practices for instructional strategies. School-wide focus on Marzano elements: Using questions to help students elaborate on content; using engagement strategies and organizing students to interact with content.
4. Data Analysis of District Assessment results, Common Formative Assessments results and EOC results
5. Academic progress of lowest-quartile and at-risk students will be monitored, evaluated and instruction will be modified as needed
6. Each semester, teachers are provided a full day out of the classroom to meet with grade level content area teams in order to analyze data, collaboratively lesson plan, create assessments and share best practices. This is led by our Reading Coach
7. Peer Observation; Teacher observation and feedback
8. To support students' mental health: Start with Hello (Sandy Hook Promise), Restorative Practices, Safe School Ambassadors, Boys-N-Girls Club Mentors, Check and Connect, Tykes and Teens, Social Worker and School Counselors
9. Social Studies Professional Learning Communities
10. Free morning tutoring opportunities available
11. Additional Resources: District Coordinator of Social Studies; Literacy Coach; PLC for Social Studies; District Scope and Sequence for civics; Textbook Resources; Civics virtual reality programs, ICIVICS.ORG, CIVICS 360, Bill of Rights Institute.org; collegial discussions, gallery walks. PD at School and District Level; CPALMS; MTSS: meets weekly to identify at-risk students; Critical Thinking/Intervention Class at-risk students are assigned; Paraprofessional dedicated to ELL, resources provided in native language for ELL; Check and Connect; Lunch Bunch for Academics; Counselors Monitor students
12. Utilize Focus reports for data analysis; analyze common assessment data; analyze student data and student products; periodic review of lowest quartile and at-risk students; tracking of learning goals to identify academic gaps and remediate in these areas

Description

Person

Responsible

Dawne Hutchinson (hutchid@martin.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1. School Safety - multiple trainings, drills and discussions regarding school safety (intruder, fire, tornado)

2. Teacher Recruitment and Development - teacher support and reinforcement through PLC's, in-service, early release days, mentoring, etc.
3. External Stakeholder Relationships - school website, district website, FOCUS, Classlink, Google Classroom, School App, anonymous tip line, conferences (district evening, or daily scheduled), SAC, PTa, etc.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will continue to provide parents with effective ongoing communication via our our school website which is updated daily, 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 and the School App. 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.

PFEP Link

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

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 master schedule 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. Once a week, Restorative Practice is built into the master schedule to support mental health as well as 5 hours of Mental Health training, through the Start With Hello (Sandy Hook Promise) program, is provided through science and social studies classes. Counselors, Tykes and Teens, Boys and Girls Club Mentors, and Social Worker are all available to students. We also provide all students with activities such as Fall festival, athletic competitions, dances and school clubs and activities to promote their social-emotional growth.

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. School 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.

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, school 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.

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

All 8th grade students are required to complete a state mandated semester long on-line course in College and Career Readiness.

Part V: Budget

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

1	III.A.	Areas of Focus: Student Participation in a Career Research and Technical Course	\$0.00
2	III.A.	Areas of Focus: Students Enrolled in Math EOC classes	\$0.00
3	III.A.	Areas of Focus: ELA LAFS Standards	\$0.00
4	III.A.	Areas of Focus: LAFS Standards of Informational Writing and Argumentative Writing	\$0.00
5	III.A.	Areas of Focus: Math FSA Standards	\$0.00

6	III.A.	Areas of Focus: Science SSA Standards	\$0.00
7	III.A.	Areas of Focus: Students enrolled in Civics EOC Classes	\$0.00
Total:			\$0.00