2013-2014 SCHOOL IMPROVEMENT PLAN

Hidden Oaks Middle School

2801 SW MARTIN HWY
Palm City, FL 34990
772-219-1655
homs.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	17%

Alternative/ESE Center	Charter School	Minority Rate
No	No	17%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Hidden Oaks Middle School

Principal
Jenny Newsome

School Advisory Council chair
Monica Pool

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jenny Newsome	Principal
Michael Dailey	Assitant Principal
David Axton	Assistant Principal
Patience Ciufo	Literacy Coach
Hellen Harvey	ELA Teacher Leader
Wendy Coluccio	Intensive Reading Teacher Leader
Jessica Clancy	ESE Teacher Leader
Ashley Ulmer	Math Teacher Leader
Kelly Coleman	Social Studies Teacher Leader
Linda Montague	Science Teacher Leader
Teresita Smith	Related Arts/CTE Teacher Leader
Margaret Capley	Media Specialist/Technology Education
Landa Starling	Guidance Counselor
Judy Scott	Guidance Counselor
Dana Stipo	Guidance Counselor
Kiki Aufort	IPS Coach

District-Level Information

District
Martin

Superintendent
Mrs. Laurie Gaylord

Date of school board approval of SIP
10/18/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership made of of parents (majority), school personnel, business partners and student representation.
The Principal is a voting member of SAC, the Instructional AP is a member.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC meets eight times per year to keep abreast of the school's progress to meet the goals of the school improvement plan, data is shared, school -wide programs reviewed and discussed.
Staff including administration, teachers and support personnel give overviews and presentations of professional development activities, school and district initiatives as well as special student recognitions.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be utilized to support the on-going professional development needs of school staff: $3,000.
Purchase of instructional materials and equipment:$3,000
Resources, including programs for students, such as Author Talks, workshops: $3,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jenny Newsome		
Principal	Years as Administrator: 26	Years at Current School: 16

Credentials	B.S. In Biological and Environmental Science; MED in Administrative Leadership Certified in Ed. Leadership and School Principal.
Performance Record	Hidden Oaks Middle School has been an A rated school for 15 consecutive years. Student performance 2013: 79% of students were proficient in Reading and writing, 76% in math, 67% in science. Reading Gains for lowest quartile equals 71% of students made gains.51% of math's lowest quartile made gains. 100% of students taking the Algebra and Geometry EOC were proficient. AMO targets in math and reading: 2 of the 6 subgroups met or exceeded the target for 2013.

Michael Dailey		
Asst Principal	Years as Administrator: 15	Years at Current School: 7

Credentials	B.S. Biology, M.Ed. Educational Leadership. Certified:Science 6-9, Biology 6-12, Ed Leadership k-12, School Principal k-12
Performance Record	Hidden Oaks Middle School has been an A rated school for 15 consecutive years. Student performance 2013: 79% of students were proficient in Reading and writing, 76% in math, 67% in science. Reading Gains for lowest quartile equals 71% of students made gains.51% of math's lowest quartile made gains. 100% of students taking the Algebra and Geometry EOC were proficient. AMO targets in math and reading: 2 of the 6 subgroups met or exceeded the target for 2013.

David Axton		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Ed.S. Educational Leadership, M.S. Counseling Psychology, B.S.Organizational Management Certifications: Ed. Leadership K-12, Guidance and Counseling K-12, Spanish K-12.
Performance Record	Hidden Oaks Middle School has been an A rated school for 15 consecutive years. Student performance 2013: 79% of students were proficient in Reading and writing, 76% in math, 67% in science. Reading Gains for lowest quartile equals 71% of students made gains.51% of math's lowest quartile made gains. 100% of students taking the Algebra and Geometry EOC were proficient. AMO targets in math and reading: 2 of the 6 subgroups met or exceeded the target for 2013.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Patience Ciufo		
Part-time / District-based	Years as Coach: 2	Years at Current School: 6

Areas	Reading/Literacy
Credentials	BA English, MA English, Certifications: English 6-12, ESOL Endorsement, Reading Endorsement
Performance Record	Hidden Oaks: 79% of students proficient in reading, 71% of bottom quartile made learning gains, 2 of 6 sub-groups met AMO target for 2013.

Classroom Teachers

# of classroom teachers
62

 # receiving effective rating or higher
26, 42%

 # Highly Qualified Teachers
55%

 # certified in-field
61, 98%

 # ESOL endorsed
39, 63%

 # reading endorsed
10, 16%

 # with advanced degrees
27, 44%

 # National Board Certified
6, 10%

 # first-year teachers
3, 5%

 # with 1-5 years of experience
10, 16%

 # with 6-14 years of experience
22, 35%

 # with 15 or more years of experience
24, 39%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
9

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 Performance Matters, Data analysis, Pinnacle, 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team empowers key teacher leaders to facilitate the MTSS and SIP process. The teams also have representation by Administration during each meeting to ensure that processes are implemented with fidelity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS team will collect and manage behavioral data through the RtIB data base. Academic data will be managed through Performance Matters, Pinnacle and teacher records. Data will be analyzed and recommendations made by the team for appropriate student intervention status: Tier 2 or 3 placement.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Experienced teachers,guidance counselors and the MTSS Coach are available to work with any indidvidual who have not been involved in the process. They will serve as helpers to teachers that need additional support in completing referral packets.
Staff members will be encouraged to review material developed for Florida educators and parents on the state website at www.florida-rti.org.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After 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 FCAT Reading and Math tutoring in an eight week window prior to the test.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Teachers provide and monitor the morning tutoring and administration monitors the FCAT tutoring.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Patience Ciufo	Literacy Coach
Jessica Clancy	ESE Teacher Leader
Hellen Harvey	ELA Teacher Leader
Beverly Burns	Civics Teacher
Linda Montague	Science Teacher Leader
Wendy Collucio	Intensive Reading Teacher
Noreen Grillo	Media Assistant
Margaret Capley	Media Specialist
Kelly Coleman	US History Teacher and Teacher Leader
Charles Schilb	ELA Teacher
Pam Newton	Teacher of the Gifted

How the school-based LLT functions

The Literacy Leadership Team meets monthly to review all school reading assessments, monitor goals, individual student needs and instructional practices.The continuous improvement model is utilized to make adjustments, after benchmarks, to the Focus Calendar. The ELA Collaborative Team(the base group of the L LT) also meets 3-4 times monthly to review data collected from Benchmark testing. The data is utilized to focus on targeted needs of students, small group instruction is used in the classroom to address weaknesses in content and skill aqusistion. The school -wide intiative. is focused on the implementation of the CCSS's
The team will plan projects that focus on celebrating literacy across all contents and school-wide. Which will include all of the characteristics of literacy: reading, writing, speaking and viewing. The team will

partner with outside community partners and the PTA to take reading out of the classrooms and into the public eye. Each month, students are selected to be recognized and rewarded for their communication skills. These literacy leaders are showcased during our school's lunch-base classes. Also, struggling and unmotivated readers get a chance to attend a baseball game in conjunction with a reading initiative offered by the St. Lucie Mets. In addition, the team implements Reading Spirit Nights, Book Swaps, author visits, and professional learning opportunities that celebrate literacy
and incorporate the means to excite, and motivate students to read, write, share and present.

Major initiatives of the LLT

Train all faculty members on the use of Thinking Maps; Continue implementation of CCSS's in content areas
Coordinating Read Alouds during FINS (Lunch base classes)
Planning Reading Spirit Activities
Leading School Book Clubs
Supporting the Book Drive sponsored by the PTA
Literacy Leaders Student Award and Recognition Program
Showcasing writing through a literacy magazine and other publications; Student participation in the PTA's Reflection Program
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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Content area teachers in math, science, social studies and language arts will integrate literacy standards (NGSS's and CCSS's) into their curriculum to support the school-wide literacy initiative. Each content area teacher will receive the academic instructional focus calendar in reading for their appropriate grade level(s). The utilization of Thinking Maps in all content areas and Related Arts classes will continue. This effort was implemented to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Every student is provided a Thinking Maps reference sheet. Thinking Map posters will be displayed in every classroom. All teachers will implement "Sharks Read Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	79%	No	84%
American Indian				
Asian	92%	96%	Yes	93%
Black/African American	68%	79%	Yes	71%
Hispanic	76%	69%	No	78%
White	83%	79%	No	84%
English language learners				
Students with disabilities	46%	41%	No	51%
Economically disadvantaged	68%	67%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	275	25%	22%
Students scoring at or above Achievement Level 4	541	50%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	82	75%	84%
Students in lowest 25% making learning gains (FCAT 2.0)	153	71%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		58%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	286	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	76%	No	84%
American Indian				
Asian	88%	88%	Yes	90%
Black/African American	53%	53%	Yes	58%
Hispanic	78%	63%	No	80%
White	83%	74%	No	85%
English language learners				
Students with disabilities	47%	38%	No	52%
Economically disadvantaged	73%	61%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	259	30%	28%
Students scoring at or above Achievement Level 4	327	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	72%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	115	51%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	224	32%	36%
Middle school performance on high school EOC and industry certifications	224	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	16%	15%
Students scoring at or above Achievement Level 4	136	84%	85%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	61	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	26%	28%
Students scoring at or above Achievement Level 4	148	39%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	918	85%	87%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	515	47%	40%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	60	5%	10%
CTE teachers holding appropriate industry certifications	2	66%	66%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	76	7%	5%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	2	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	105	9%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	55	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Continue to provide parents with a variety of events, programs and activities they can participate in.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
80% of parents will attend at least one school based program, activity or event.	80%	871%	80%

Goals Summary

G1. 80% of 8th grade students will score a 3. 5 or above on the FCAT 2 Test 60% of 8th grade students will score a 4.0 or above of the FCAT 2 Test

G2. 75% of students in lowest 25% will make learning gains on the 2014 FCAT 2.0 reading assessment.

G3. The percent of students achieving a Level 4 or above on the Science FCAT will increase to 41%

G4. The percent of student achieving a Level 3 Science FCAT score will increase to 28%

G5. 51% of students with disabilities will achieve proficiency on the 2014 FCAT 2.0 reading assessment.

G6. The percent of level 3 students on FCAT Reading will decrease by 3% which will result in the percentage of students in FCAT level 4 and 5 increasing by 3%, resulting in 53% of students scoring FCAT level 4 and 5 and 22% of students scoring FCAT level 3.

G7. The percent of SWD's achieving a Level 3 Math FCAT score will increase to 52%.

G8. 60% of all students in the lowest 25% will make learning gains on the 2014 FCAT 2.0 math assessment.

G9. All students taking the 2014 Algebra EOC will score at a level 3 or above. The percentage of students scoring a level 3 will decrease 1% from last year (16% to 15%) while the number students scoring a level 4 or 5 will increase 1% (84% to 85%).

G10. All students taking the 2014 Geometry EOC will score a level 4 or 5.

G11. The percent of all students and all subgroups achieving a Level 4 or higher on the Math FCAT 2.0 assessment will increase to 40%.

Goals Detail

G1. 80% of 8th grade students will score a 3. 5 or above on the FCAT 2 Test 60% of 8th grade students will score a 4.0 or above of the FCAT 2 Test

Targets Supported
- Writing

Resources Available to Support the Goal
- Utilize research-based writing programs such as MyAccess!, Write Traits, Barry Lane,increase use of non-fiction text, and literature based and authentic writing situations. Explore other writing options besides 5 paragraph essay format, for example, argumentative writing.
- frequent timed writing opportunities, increase use of computer lab and use off student computers in classroom
- state or district personnel in service ,PD opportunities, and increased communication

Targeted Barriers to Achieving the Goal
- Students are limited in development of advanced levels of proficiency in the "Support" domain of FCAT Writes!
- Students lack experience with timed writing prompts and digital formats
- Unanticipated changes to scoring of FCAT 2 Test

Plan to Monitor Progress Toward the Goal

goal

Person or Persons Responsible
ELA PLC

Target Dates or Schedule:
After February's FCAT 2 Test is scored

Evidence of Completion:
FCAT 2 Test results

G2. 75% of students in lowest 25% will make learning gains on the 2014 FCAT 2.0 reading assessment.

Targets Supported

Resources Available to Support the Goal
- Thinking Maps

Targeted Barriers to Achieving the Goal
- As reading material becomes more challenging, students need greater practice with higher-order thinking skills, comprehending complex text and academic vocabulary.
- Students who have reading classes at the end of the day are challenged with staying alert and focused.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration, Reading teachers, Reading Coach

Target Dates or Schedule:
on-going

Evidence of Completion:
Performance Matters BM data

G3. The percent of students achieving a Level 4 or above on the Science FCAT will increase to 41%

Targets Supported
- Science - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement and maintain focus and engagement
- Reading material becomes more challenging

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. The percent of student achieving a Level 3 Science FCAT score will increase to 28%

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- PLC/Data teams

- Reading Coach and support facilitation

- FCAT chats and tutoring

- Differentiated instructions

- District curriculum maps, labs and activities

Targeted Barriers to Achieving the Goal
- All grade levels are challenged to master new Common Core State Standards

- Students avoid reading and they don't adequately solve performance task word problems and calculations, graph interpretation and data analysis

- Students with disabilities, including cognitive barriers, inability to do abstract thinking, and retention deficiencies require accommodations to be successful

- Reading material becomes more challenging in science/informational text

- Rigor of FCAT problems increases each year

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. 51% of students with disabilities will achieve proficiency on the 2014 FCAT 2.0 reading assessment.

Targets Supported

Resources Available to Support the Goal
- PLC teams, Reading Coach and Support Facilitation model, Performance Matters data

Targeted Barriers to Achieving the Goal
- Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful.

- Students who have reading classes at the end of the day are challenged with staying alert and focused.

Plan to Monitor Progress Toward the Goal

data from district and teacher-constructed tests

Person or Persons Responsible
Reading teachers, Reading Coach, Administration

Target Dates or Schedule:
on-going

Evidence of Completion:
Performance Matters, Pinnacle

G6. The percent of level 3 students on FCAT Reading will decrease by 3% which will result in the percentage of students in FCAT level 4 and 5 increasing by 3%, resulting in 53% of students scoring FCAT level 4 and 5 and 22% of students scoring FCAT level 3.

Targets Supported

Resources Available to Support the Goal
- Thinking Maps, Reading Coach, PLC teams, Performance Matters data

Targeted Barriers to Achieving the Goal
- Students have a limited ability to navigate complex texts.

Plan to Monitor Progress Toward the Goal

Performance Matters data & classroom data analysis

Person or Persons Responsible
Reading Coach, Administration, Reading teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Performance Matters, Pinnacle, common assessments

G7. The percent of SWD's achieving a Level 3 Math FCAT score will increase to 52%.

Targets Supported

Resources Available to Support the Goal

- Math teachers will be working as a professional learning community (PLC) to target strategies that will result in student growth and mastery. During these meetings, the teachers will share best practices, as well as strategies that have been proven to result in student achievement.

- Teachers will continue unpacking the CCSS and develop lesson plans to be shared during PLC meetings.

Targeted Barriers to Achieving the Goal

- All grade levels are challenged to master the Next Generation Sunshine State Standards (NGSSS). Additionally, the transition to Common Core State Standards (CCSS) will continue this year.

- Students have difficulty reading a math problem and determining the appropriate function(s) needed to solve the problem.

- The rigor of FCAT problems increases each year, including the use of the FCAT reference sheet and calculators.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Performance Matters BM data

G8. 60% of all students in the lowest 25% will make learning gains on the 2014 FCAT 2.0 math assessment.

Targets Supported

Resources Available to Support the Goal
- Math teachers will be working as a professional learning community (PLC) to target strategies that will result in student growth and mastery. During these meetings, the teachers will share best practices, as well as strategies that have been proven to result in student achievement.
- Teachers will use data to identify and target the students located in the lowest 25% as well as the areas in which the students performed the weakest on last year's assessments.

Targeted Barriers to Achieving the Goal
- Students have difficulty reading a math problem and determining the appropriate function(s) needed to solve the problem.
- The rigor of FCAT problems increases each year, including the use of the FCAT reference sheet and calculators.
- Students in the lowest 25% have gaps in their learning. They may have cognitive barriers, are weak in their ability to think abstractly, and many have retention deficiencies which impact their success in math.
- The middle school day is long (9:06-3:55). Students who have math and reading classes at the end of the day are challenged with staying alert and focused.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Performance Matters BM data

G9. All students taking the 2014 Algebra EOC will score at a level 3 or above. The percentage of students scoring a level 3 will decrease 1% from last year (16% to 15%) while the number students scoring a level 4 or 5 will increase 1% (84% to 85%).

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Highly qualified teachers

Targeted Barriers to Achieving the Goal
- Honors track courses are accelerated and may leave students with gaps in fundamental skills.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Performance Matters BM data

G10. All students taking the 2014 Geometry EOC will score a level 4 or 5.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- The Geometry teacher is a high-qualified, experienced teacher who is committed to student achievement in and out of the classroom.

Targeted Barriers to Achieving the Goal
- Honors track courses are accelerated and may leave students with some gaps in fundamental skills.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Performance Matters BM data

G11. The percent of all students and all subgroups achieving a Level 4 or higher on the Math FCAT 2.0 assessment will increase to 40%.

Targets Supported

Resources Available to Support the Goal

- Math teachers will be working as a professional learning community (PLC) to target strategies that will result in student growth and mastery. During these meetings, the teachers will share best practices, as well as strategies that have been proven to result in student achievement.
- Teachers will continue unpacking the CCSS and develop lesson plans to be shared during PLC meetings.

Targeted Barriers to Achieving the Goal

- All grade levels are challenged to master the Next Generation Sunshine State Standards (NGSSS). Additionally, the transition to Common Core State Standards (CCSS) will continue this year.
- The rigor of FCAT problems increases each year, including the use of the FCAT reference sheet and calculators.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Performance Matters BM data

Action Plan for Improvement

Problem Solving Key

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

G1. 80% of 8th grade students will score a 3. 5 or above on the FCAT 2 Test 60% of 8th grade students will score a 4.0 or above of the FCAT 2 Test

G1.B1 Students are limited in development of advanced levels of proficiency in the "Support" domain of FCAT Writes!

G1.B1.S1 utilize research based writing programs such as My Access, Write Traits, Barry Lane, and increase use of literature based and authentic writing situations. Incorporate non-fiction text and explore other writing options besides 5 paragraph essay style, for example argumentative

Action Step 1

PLC meetings, formative assessments (pre v. post tests) and MyAccess data

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

August, November, December, February, June

Evidence of Completion

FCAT Writes, data from MyAccess on-line writing program, and formative assessments

Facilitator:

Participants:

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

use of research based writing programs

Person or Persons Responsible

ELA PLC

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT 2 test, formative assessments, and sharing best practices

Plan to Monitor Effectiveness of G1.B1.S1

research based writing

Person or Persons Responsible

ELA PLC

Target Dates or Schedule

Monthly

Evidence of Completion

MyAccess on-line writing program school-wide student data, student work samples and portfolios, sharing and observing best practices, peer mentorships

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Unanticipated changes to scoring of FCAT 2 Test

G1.B3.S1 state or district personnel in service and professional development opportunities

Action Step 1

PLC meetings and updates from district and state regarding changes in scoring and expectations

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

on-going

Evidence of Completion

FCAT 2 Test

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 75% of students in lowest 25% will make learning gains on the 2014 FCAT 2.0 reading assessment.

G2.B1 As reading material becomes more challenging, students need greater practice with higher-order thinking skills, comprehending complex text and academic vocabulary.

G2.B1.S1 Thinking Maps will continue to be implemented throughout all content area and related arts classes in an effort to establish a common language of graphic organizers to assist student reading comprehension (especially of more complex text), note-taking/study skills, inference and predicting skills and vocabulary skills.

Action Step 1

Teachers will continue to implement the 8 thinking maps into their activities and assignments in all classes. Best Practices and Model Lessons will be shared during PLCs and Early Release day PD.

Person or Persons Responsible

All teachers, Reading Coach, Administrators

Target Dates or Schedule

continuous, Monthly PLC meetings, Early Release Days

Evidence of Completion

lesson plans, student work samples

Facilitator:

Reading teachers, Reading Coach

Participants:

whole faculty

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

Monthly lesson plan review, observations, monthly PLC meetings

Person or Persons Responsible

Reading Coach, Adminstrators

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, Pinnacle, PLC agendas, Coaches log

Plan to Monitor Effectiveness of G2.B1.S1

teacher-constructed assessments, BM data, common formative assessments

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

on-going

Evidence of Completion

student work samples, Performance Matters data review, teacher-constructed assessment data

G2.B2 Students who have reading classes at the end of the day are challenged with staying alert and focused.

G2.B2.S1 Every 4.5 weeks, HOMS will flip the daily academic schedule to students who have reading classes at the end of the day will have the opportunity to have those classes in the morning.

Action Step 1

"Flip" schedule (periods 8 to 1)

Person or Persons Responsible

all teachers, administration and staff

Target Dates or Schedule

every 4.5 weeks

Evidence of Completion

bell schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1

bell schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

every 4.5 weeks

Evidence of Completion

bell schedule

Plan to Monitor Effectiveness of G2.B2.S1

Review of data for all students: grades, missing work, disciplinary infractions

Person or Persons Responsible

Administration

Target Dates or Schedule

every 4.5 weeks

Evidence of Completion

Pinnacle

G5. 51% of students with disabilities will achieve proficiency on the 2014 FCAT 2.0 reading assessment.

G5.B1 Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful.

G5.B1.S1 Teachers will address different learning modalities to provide numerous opportunities for students to maintain and acquire knowledge. Teachers will use small group instruction with BM1 data as a baseline to provide targeted, directed practice for both skill enhancement and skill remediation. Groups will be formed and reformed using data from both district and teacher-constructed assessments so teachers can ability group.

Action Step 1

During PLCs, teachers will participate in data reviews for grouping of students, collaboratively develop small group instruction lesson plans, and create common assessments to monitor progress.

Person or Persons Responsible

Reading teachers, Reading Coach, Administration

Target Dates or Schedule

on-going

Evidence of Completion

PLC agendas, lesson plans, observations, data from BM and teacher-constructed assessments

Facilitator:

Reading teachers, Reading Coach

Participants:

ELA teachers

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

lesson plan review, observations, Performance Matters data

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, Performance Matters

Plan to Monitor Effectiveness of G5.B1.S1

data reviews, best practices sharing, student work samples, observations

Person or Persons Responsible

Reading Coach, Reading teachers, Administration

Target Dates or Schedule

on-going

Evidence of Completion

Performance Matters, lesson plans, PLC agendas

G5.B2 Students who have reading classes at the end of the day are challenged with staying alert and focused.

G5.B2.S1 Every 4.5 weeks, HOMS will flip the daily academic schedule so that students who have reading classes at the end of the day will have the opportunity to have those classes in the morning.

Action Step 1

"Flip" schedule (period 8-1)

Person or Persons Responsible

all teachers, staff, administration

Target Dates or Schedule

every 4.5 weeks

Evidence of Completion

bell schedule

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

"Flip" schedule

Person or Persons Responsible

administration

Target Dates or Schedule

every 4.5 weeks

Evidence of Completion

bell schedule

Plan to Monitor Effectiveness of G5.B2.S1

behavior and academic data

Person or Persons Responsible

administration

Target Dates or Schedule

on-going

Evidence of Completion

Pinnacle, Performance Matters, discipline referrals

G6. The percent of level 3 students on FCAT Reading will decrease by 3% which will result in the percentage of students in FCAT level 4 and 5 increasing by 3%, resulting in 53% of students scoring FCAT level 4 and 5 and 22% of students scoring FCAT level 3.

G6.B1 Students have a limited ability to navigate complex texts.

G6.B1.S1 This year, teachers will implement at "blended" curriculum of both Common Core State Standards and NGSSS with an emphasis on Standard 10, text complexity. To support the increased experiences with complex texts, Thinking Maps will continue to be implemented school-wide to support: reading comprehension and academic vocabulary development.

Action Step 1

During PLCs, CCSS and Thinking Maps collaborative lesson design and best practices sharing will occur.

Person or Persons Responsible

all teachers, Reading Coach, Administration

Target Dates or Schedule

monthly PLCs, Early Release days

Evidence of Completion

lesson plans, observations, PLC agendas

Facilitator:

Reading Coach, Administration

Participants:

whole faculty

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

PLCs will analyze student work samples and data from common assessments

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

on-going

Evidence of Completion

PLC agendas, lesson plan review, observations

Plan to Monitor Effectiveness of G6.B1.S1

PLCs will analyze student work samples and assessment data to drive instruction

Person or Persons Responsible

Reading Coach, Administration, Reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

data from Performance Matters and teacher-created common assessments, observations

G7. The percent of SWD's achieving a Level 3 Math FCAT score will increase to 52%.

G7.B1 All grade levels are challenged to master the Next Generation Sunshine State Standards (NGSSS). Additionally, the transition to Common Core State Standards (CCSS) will continue this year.

G7.B1.S1 Teachers will continue unpacking the CCSS and develop lesson plans to be shared during PLC meetings.

Action Step 1

Each teacher will review the course description and standards for each course taught. He/she will determine the concepts needed for CCSS that are not covered in the current textbook and supplement these concepts where appropriate. Teachers will use the Crosswalks created by the district math coordinator to help in this process.

Person or Persons Responsible

Math teachers, Principal, APs, Department Head

Target Dates or Schedule

During monthly PLC meetings and on Early Release days when time permits

Evidence of Completion

Meeting Minutes

Facilitator:

Administrators and department head

Participants:

All math teachers

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

Monthly lesson plan review, meeting agendas

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly lesson plan review, meeting agendas

Plan to Monitor Effectiveness of G7.B1.S1

Lesson plans, meeting agendas

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, meeting agendas

G7.B2 Students have difficulty reading a math problem and determining the appropriate function(s) needed to solve the problem.

G7.B2.S1 Teachers will incorporate self-monitoring of students by providing data and tools necessary for documenting progress. In addition, teachers will encourage student feedback on lesson content and student understanding to target areas that need remediation.

Action Step 1

Teachers will require students to monitor understanding on assignments by documenting the number of problems, the number of problems done correctly and the percent done correctly. Teachers will monitor student understanding during each lesson using a scale of understanding (generally 1-4). Teachers will monitor overall learning using benchmark assessments and share the results with each student.

Person or Persons Responsible

Math teachers, Principal, APs, Department Head

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CWT and evaluations

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

Student work, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, observations, classroom assessments

Plan to Monitor Effectiveness of G7.B2.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G7.B2.S2 Teachers will require higher order questions on homework and assessments, especially problems that focus on real-world, multi-step problems.

Action Step 1

Teachers will assign problems that scaffold learning instead of just basic computation problems in order to engage students in higher order, abstract thinking. Teachers will include a variety of word problems on both homework and assessments.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G7.B2.S2

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G7.B3 The rigor of FCAT problems increases each year, including the use of the FCAT reference sheet and calculators.

G7.B3.S1 Teachers will require higher order questions on homework and assessments, especially problems that focus on real-world, multi-step problems. In addition, teachers will include lessons that require the use of the NGSSS reference sheet.

Action Step 1

Teachers will assign problems that require the use of calculators and, when appropriate, the use of the NGSSS reference sheet. This will allow students to become familiar with both tools in preparation for end-of-year testing.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G7.B3.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G8. 60% of all students in the lowest 25% will make learning gains on the 2014 FCAT 2.0 math assessment.

G8.B1 Students have difficulty reading a math problem and determining the appropriate function(s) needed to solve the problem.

G8.B1.S1 Teachers will require higher order questions on homework and assessments, especially problems that focus on real-world, multi-step problems.

Action Step 1

Teachers will assign problems that scaffold learning instead of just basic computation problems in order to engage students in higher order, abstract thinking. Teachers will include a variety of word problems on both homework and assessments.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G8.B1.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G8.B1.S2 Teachers will incorporate self-monitoring of students by providing data and tools necessary for documenting progress. In addition, teachers will encourage student feedback on lesson content and student understanding to target areas that need remediation.

Action Step 1

Teachers will require students to monitor understanding on assignments by documenting the number of problems, the number of problems done correctly and the percent done correctly. Teachers will monitor student understanding during each lesson using a scale of understanding (generally 1-4). Teachers will monitor overall learning using benchmark assessments and share the results with each student.

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student work, CWT, Evaluations

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G8.B1.S2

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G8.B2 The rigor of FCAT problems increases each year, including the use of the FCAT reference sheet and calculators.

G8.B2.S1 Teachers will require higher order questions on homework and assessments, especially problems that focus on real-world, multi-step problems. In addition, teachers will include lessons that require the use of the NGSSS reference sheet.

Action Step 1

Teachers will assign problems that require the use of calculators and, when appropriate, the use of the NGSSS reference sheet. This will allow students to become familiar with both tools in preparation for end-of-year testing.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G8.B2.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G8.B3 Students in the lowest 25% have gaps in their learning. They may have cognitive barriers, are weak in their ability to think abstractly, and many have retention deficiencies which impact their success in math.

G8.B3.S1 Teachers of the lowest 25% will use supplementary programs, such as TenMarks, to fill in gaps in learning as well as increase retention by continuously exposing students to previously learned concepts while teaching new concepts.

Action Step 1

Teachers will enroll students into the program TenMarks and then assign lessons for students to do at home or in the lab. The lessons are designed to fill in the gaps students may have while supporting classroom instruction.

Person or Persons Responsible

Select teachers

Target Dates or Schedule

Weekly as homework. Periodically using computer labs.

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G8.B3.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G8.B3.S2 Teachers will use the "flipped" classroom where students take notes at home and do more practice problems in class in order to give students more time for monitored practice with teacher feedback. This will increase the quality of practice problems while allowing teachers to correct errors in computations before the errors become ingrained mistakes.

Action Step 1

Teachers will have students copy notes at home using the textbook, PowerPoints or online resources. Students will then get a brief tutorial in class before they begin working on practice problems while the teacher monitors their work for understanding. This allows the students to have more time practicing the concepts with the teacher present, which allows for student feedback and questioning as well as for the teacher to correct student mistakes on one problem before they repeat the same mistake on multiple problems.

Person or Persons Responsible

Various teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CWT and evaluations

Plan to Monitor Fidelity of Implementation of G8.B3.S2

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G8.B3.S2

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G8.B4 The middle school day is long (9:06-3:55). Students who have math and reading classes at the end of the day are challenged with staying alert and focused.

G8.B4.S1 Every 4.5 weeks, HOMS will flip the daily schedule. On the "flip", students will travel from period 8 to period 1. This flip schedule will help to balance the natural ebb and flow of our students' engagement, energy and attention levels. Students who have difficult classes at the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.

Action Step 1

The school year will start on a regular schedule where students move through periods 1-8. After 4.5 weeks, the schedule will flip to where the students move through period 8 first and then work backwards to period 1. The schedule will alternate every 4.5 weeks between regular and flip throughout the rest of the year.

Person or Persons Responsible

Whole school

Target Dates or Schedule

Every 4.5 weeks

Evidence of Completion

School calendar

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Observations

Person or Persons Responsible

Teachers, Adminstators

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G8.B4.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G9. All students taking the 2014 Algebra EOC will score at a level 3 or above. The percentage of students scoring a level 3 will decrease 1% from last year (16% to 15%) while the number students scoring a level 4 or 5 will increase 1% (84% to 85%).

G9.B1 Honors track courses are accelerated and may leave students with gaps in fundamental skills.

G9.B1.S1 Teachers will use the "flipped" classroom where students take notes at home and do more practice problems in class in order to give students more time for monitored practice with teacher feedback. This will increase the quality of practice problems while allowing teachers to correct errors in computations before the errors become ingrained mistakes.

Action Step 1

Teachers will have students copy notes at home using the textbook, PowerPoints or online resources. Students will then get a brief tutorial in class before they begin working on practice problems while the teacher monitors their work for understanding. This allows the students to have more time practicing the concepts with the teacher present, which allows for student feedback and questioning as well as for the teacher to correct student mistakes on one problem before they repeat the same mistake on multiple problems.

Person or Persons Responsible

Algebra teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CWT and evaluations

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G9.B1.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G10. All students taking the 2014 Geometry EOC will score a level 4 or 5.

G10.B1 Honors track courses are accelerated and may leave students with some gaps in fundamental skills.

G10.B1.S1 Teachers will use the "flipped" classroom where students take notes at home and do more practice problems in class in order to give students more time for monitored practice with teacher feedback. This will increase the quality of practice problems while allowing teachers to correct errors in computations before the errors become ingrained mistakes.

Action Step 1

Teachers will have students copy notes at home using the textbook, PowerPoints or online resources. Students will then get a brief tutorial in class before they begin working on practice problems while the teacher monitors their work for understanding. This allows the students to have more time practicing the concepts with the teacher present, which allows for student feedback and questioning as well as for the teacher to correct student mistakes on one problem before they repeat the same mistake on multiple problems.

Person or Persons Responsible

Geometry teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CWT and evaluations

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G10.B1.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G11. The percent of all students and all subgroups achieving a Level 4 or higher on the Math FCAT 2.0 assessment will increase to 40%.

G11.B1 All grade levels are challenged to master the Next Generation Sunshine State Standards (NGSSS). Additionally, the transition to Common Core State Standards (CCSS) will continue this year.

G11.B1.S1 Teachers will continue unpacking the CCSS and develop lesson plans to be shared during PLC meetings.

Action Step 1

Each teacher will review the course description and standards for each course taught. He/she will determine the concepts needed for CCSS that are not covered in the current textbook and supplement these concepts where appropriate. Teachers will use the Crosswalks created by the district math coordinator to help in this process.

Person or Persons Responsible

Math teachers, Principal, APs, Department Head

Target Dates or Schedule

During monthly PLC meetings and on Early Release days when time permits

Evidence of Completion

Meeting Minutes

Facilitator:

Administrators and department head

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G11.B1.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

G11.B2 The rigor of FCAT problems increases each year, including the use of the FCAT reference sheet and calculators.

G11.B2.S1 Teachers will require higher order questions on homework and assessments, especially problems that focus on real-world, multi-step problems. In addition, teachers will include lessons that require the use of the NGSSS reference sheet.

Action Step 1

Teachers will assign problems that require the use of calculators and, when appropriate, the use of the NGSSS reference sheet. This will allow students to become familiar with both tools in preparation for end-of-year testing.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Monthly lesson plan review, observations, classroom assessments

Person or Persons Responsible

Math teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom assessments

Plan to Monitor Effectiveness of G11.B2.S1

Teacher-constructed assessments, BM data, Common formative assessments

Person or Persons Responsible

Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Performance Matters data review, Teacher-constructed assessment data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Hidden Oaks Middel 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 80% of 8th grade students will score a 3. 5 or above on the FCAT 2 Test 60% of 8th grade students will score a 4.0 or above of the FCAT 2 Test

G1.B1 Students are limited in development of advanced levels of proficiency in the "Support" domain of FCAT Writes!

G1.B1.S1 utilize research based writing programs such as My Access, Write Traits, Barry Lane, and increase use of literature based and authentic writing situations. Incorporate non-fiction text and explore other writing options besides 5 paragraph essay style, for example argumentative

PD Opportunity 1

PLC meetings, formative assessments (pre v. post tests) and MyAccess data

Facilitator

Participants

Target Dates or Schedule

August, November, December, February, June

Evidence of Completion

FCAT Writes, data from MyAccess on-line writing program, and formative assessments

G2. 75% of students in lowest 25% will make learning gains on the 2014 FCAT 2.0 reading assessment.

G2.B1 As reading material becomes more challenging, students need greater practice with higher-order thinking skills, comprehending complex text and academic vocabulary.

G2.B1.S1 Thinking Maps will continue to be implemented throughout all content area and related arts classes in an effort to establish a common language of graphic organizers to assist student reading comprehension (especially of more complex text), note-taking/study skills, inference and predicting skills and vocabulary skills.

PD Opportunity 1

Teachers will continue to implement the 8 thinking maps into their activities and assignments in all classes. Best Practices and Model Lessons will be shared during PLCs and Early Release day PD.

Facilitator

Reading teachers, Reading Coach

Participants

whole faculty

Target Dates or Schedule

continuous, Monthly PLC meetings, Early Release Days

Evidence of Completion

lesson plans, student work samples

G5. 51% of students with disabilities will achieve proficiency on the 2014 FCAT 2.0 reading assessment.

G5.B1 Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful.

G5.B1.S1 Teachers will address different learning modalities to provide numerous opportunities for students to maintain and acquire knowledge. Teachers will use small group instruction with BM1 data as a baseline to provide targeted, directed practice for both skill enhancement and skill remediation. Groups will be formed and reformed using data from both district and teacher-constructed assessments so teachers can ability group.

PD Opportunity 1

During PLCs, teachers will participate in data reviews for grouping of students, collaboratively develop small group instruction lesson plans, and create common assessments to monitor progress.

Facilitator

Reading teachers, Reading Coach

Participants

ELA teachers

Target Dates or Schedule

on-going

Evidence of Completion

PLC agendas, lesson plans, observations, data from BM and teacher-constructed assessments

G6. The percent of level 3 students on FCAT Reading will decrease by 3% which will result in the percentage of students in FCAT level 4 and 5 increasing by 3%, resulting in 53% of students scoring FCAT level 4 and 5 and 22% of students scoring FCAT level 3.

G6.B1 Students have a limited ability to navigate complex texts.

G6.B1.S1 This year, teachers will implement at "blended" curriculum of both Common Core State Standards and NGSSS with an emphasis on Standard 10, text complexity. To support the increased experiences with complex texts, Thinking Maps will continue to be implemented school-wide to support: reading comprehension and academic vocabulary development.

PD Opportunity 1

During PLCs, CCSS and Thinking Maps collaborative lesson design and best practices sharing will occur.

Facilitator

Reading Coach, Administration

Participants

whole faculty

Target Dates or Schedule

monthly PLCs, Early Release days

Evidence of Completion

lesson plans, observations, PLC agendas

G7. The percent of SWD's achieving a Level 3 Math FCAT score will increase to 52%.

G7.B1 All grade levels are challenged to master the Next Generation Sunshine State Standards (NGSSS). Additionally, the transition to Common Core State Standards (CCSS) will continue this year.

G7.B1.S1 Teachers will continue unpacking the CCSS and develop lesson plans to be shared during PLC meetings.

PD Opportunity 1

Each teacher will review the course description and standards for each course taught. He/she will determine the concepts needed for CCSS that are not covered in the current textbook and supplement these concepts where appropriate. Teachers will use the Crosswalks created by the district math coordinator to help in this process.

Facilitator

Administrators and department head

Participants

All math teachers

Target Dates or Schedule

During monthly PLC meetings and on Early Release days when time permits

Evidence of Completion

Meeting Minutes

G11. The percent of all students and all subgroups achieving a Level 4 or higher on the Math FCAT 2.0 assessment will increase to 40%.

G11.B1 All grade levels are challenged to master the Next Generation Sunshine State Standards (NGSSS). Additionally, the transition to Common Core State Standards (CCSS) will continue this year.

G11.B1.S1 Teachers will continue unpacking the CCSS and develop lesson plans to be shared during PLC meetings.

PD Opportunity 1

Each teacher will review the course description and standards for each course taught. He/she will determine the concepts needed for CCSS that are not covered in the current textbook and supplement these concepts where appropriate. Teachers will use the Crosswalks created by the district math coordinator to help in this process.

Facilitator

Administrators and department head

Participants

All math teachers

Target Dates or Schedule

During monthly PLC meetings and on Early Release days when time permits

Evidence of Completion

Meeting Minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	80% of 8th grade students will score a 3. 5 or above on the FCAT 2 Test 60% of 8th grade students will score a 4.0 or above of the FCAT 2 Test	$10,000
G5.	51% of students with disabilities will achieve proficiency on the 2014 FCAT 2.0 reading assessment.	$1,500
G6.	The percent of level 3 students on FCAT Reading will decrease by 3% which will result in the percentage of students in FCAT level 4 and 5 increasing by 3%, resulting in 53% of students scoring FCAT level 4 and 5 and 22% of students scoring FCAT level 3.	$1,000
	Total	$12,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
SAC/SIP	$2,500	$0	$2,500
School general fund and parent fees.	$0	$10,000	$10,000
Total	$2,500	$10,000	$12,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 80% of 8th grade students will score a 3. 5 or above on the FCAT 2 Test 60% of 8th grade students will score a 4.0 or above of the FCAT 2 Test

G1.B1 Students are limited in development of advanced levels of proficiency in the "Support" domain of FCAT Writes!

G1.B1.S1 utilize research based writing programs such as My Access, Write Traits, Barry Lane, and increase use of literature based and authentic writing situations. Incorporate non-fiction text and explore other writing options besides 5 paragraph essay style, for example argumentative

Action Step 1

PLC meetings, formative assessments (pre v. post tests) and MyAccess data

Resource Type

Evidence-Based Program

Resource

My Access On-Line Program

Funding Source

School general fund and parent fees.

Amount Needed

$10,000

G5. 51% of students with disabilities will achieve proficiency on the 2014 FCAT 2.0 reading assessment.

G5.B1 Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful.

G5.B1.S1 Teachers will address different learning modalities to provide numerous opportunities for students to maintain and acquire knowledge. Teachers will use small group instruction with BM1 data as a baseline to provide targeted, directed practice for both skill enhancement and skill remediation. Groups will be formed and reformed using data from both district and teacher-constructed assessments so teachers can ability group.

Action Step 1

During PLCs, teachers will participate in data reviews for grouping of students, collaboratively develop small group instruction lesson plans, and create common assessments to monitor progress.

Resource Type

Professional Development

Resource

Reading Coach and teacher leaders

Funding Source

SAC/SIP

Amount Needed

$1,500

G6. The percent of level 3 students on FCAT Reading will decrease by 3% which will result in the percentage of students in FCAT level 4 and 5 increasing by 3%, resulting in 53% of students scoring FCAT level 4 and 5 and 22% of students scoring FCAT level 3.

G6.B1 Students have a limited ability to navigate complex texts.

G6.B1.S1 This year, teachers will implement at "blended" curriculum of both Common Core State Standards and NGSSS with an emphasis on Standard 10, text complexity. To support the increased experiences with complex texts, Thinking Maps will continue to be implemented school-wide to support: reading comprehension and academic vocabulary development.

Action Step 1

During PLCs, CCSS and Thinking Maps collaborative lesson design and best practices sharing will occur.

Resource Type

Professional Development

Resource

Reading Coach, CCSS teacher leaders

Funding Source

SAC/SIP

Amount Needed

$1,000