Hidden Oaks Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Hidden Oaks Middle School

2801 SW MARTIN HWY, Palm City, FL 34990

martinschools.org/o/homs

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Hidden Oaks Middle School envisions empowered students who achieve their utmost potential, who are prepared to be life-long learners and who become contributing members of our global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Elliott, Trisha	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.
Orozco, Guillermo	Assistant Principal	The role of the Assistant Principal-Curriculum and Assessment is to support the mission and vision outlined in the School Improvement Plan. My support will include monitoring instructional practices and student outcomes; providing guidance, direction, and feedback to all stakeholders; and leading professional learning. Student data will be the focus of all problem solving and action planning conversations.
Hendricks, Greg	Assistant Principal	The role of the Assistant Principal-Student Services is to support the mission and vision outlined in the School Improvement Plan. My support will include monitoring student safety and engagement in learning; providing guidance, direction, and feedback to all stakeholders; and ensuring a learning environment that supports effective learning for all. Student data will be the focus of all problem solving and action planning conversations.
Buddin, Danielle	Dean	The role of the Dean and Interventionist is to support the mission and vision outlined in the School Improvement Plan. My support will include monitoring student safety and engagement in learning; providing guidance, direction, and feedback. Working with administration, I will be ensuring a learning environment that supports effective learning for all. Student data will be the focus of all problem solving and action planning conversations. Instructional coaching opportunities will be implemented on a regular basis to support the work of curriculum teacher leaders.
Hill, Samantha	Staffing Specialist	The role of the Staffing Specialist is to support the mission and vision outlined in the School Improvement Plan. My support will include monitoring the exceptional education team and their instructional practices as well as overseeing student outcomes; providing guidance, direction, and feedback to school administration in order to ensure our students with individualized plans are provided the support needed to engage in social and academic opportunities. Student data will be the focus of all problem solving and action planning conversations.
Ciufo, Patience	Instructional Media	As media specialist, ultimately I am able to provide both the physical and metaphorical space on campus where the love of reading and the effective use of ideas and information by both students and teachers are fostered daily. As the former Literacy Coach, current Cambridge Coordinator and Media Specialist, I am also an instructional partner as I facilitate best-practices professional development and intentional opportunities for teacher collaboration via designing learning experiences that enhance student achievement for all Hidden Oaks students, meeting each student at his/her

Name	Position Title	Job Duties and Responsibilities
		level to elevate them to their individual potential. On a more micro level, I am also able to provide direct support to ELA, Science and Social Studies' B.E.S.T. (ELA) and NGSS (Science and Social Studies) standards with a variety of literary and informational materials that facilitate the opportunities for application and inquiry-based extended research for curricular concepts learned in the core content areas.
Koeppel, Amy	Teacher, K-12	The role of the curriculum team leader is to support the mission and vision outlined in the school improvement plan. My support will include collaborating with teachers to develop best practices to increase student achievement with a focus on the four critical questions 1. What do we want our students to know and be able to do? 2. How will we know they are learning? 3. How will we respond when they aren't learning? 4. How will we respond when they already learned it?
Ely, Marie	Teacher, K-12	The role of the curriculum team leader is to support the mission and vision outlined in the school improvement plan. My support will include collaborating with teachers to develop best practices to increase student achievement with a focus on the four critical questions 1. What do we want our students to know and be able to do? 2. How will we know they are learning? 3. How will we respond when they aren't learning? 4. How will we respond when they already learned it?
Cogliati, Tyler	Teacher, K-12	The role of the curriculum team leader is to support the mission and vision outlined in the school improvement plan. My support will include collaborating with teachers to develop best practices to increase student achievement with a focus on the four critical questions 1. What do we want our students to know and be able to do? 2. How will we know they are learning? 3. How will we respond when they aren't learning? 4. How will we respond when they already learned it?
Montague, Linda	Teacher, K-12	The role of the curriculum team leader is to support the mission and vision outlined in the school improvement plan. My support will include collaborating with teachers to develop best practices to increase student achievement with a focus on the four critical questions 1. What do we want our students to know and be able to do? 2. How will we know they are learning? 3. How will we respond when they aren't learning? 4. How will we respond when they already learned it?
Bradley, Kate	School Counselor	The role of the School Counselor is to support the mission and vision outlined in the School Improvement Plan. My support will include monitoring student data elements for all students; providing guidance, direction, and feedback to school administration in order to ensure our students are provided the support needed to engage in social and academic opportunities. Student data will be the focus of all problem solving and action planning conversations.

Name	Position Title	Job Duties and Responsibilities
Davis, Christina	Teacher, K-12	The role of the Events team leader is to support the mission and vision outlined in the school improvement plan. My support will include collaborating with teachers to develop best practices to increase student involvement on campus. Efforts of my work will be evidenced by positive changes in culture and climate, student events of discipline will decrease, and survey data will provide additional evidence.
Walters, Natalie	Teacher, K-12	The role of the Positive Behavior and Intervention team leader is to support the mission and vision outlined in the school improvement plan. My support will include collaborating with teachers to develop best practices to increase student involvement on campus. Efforts of my work will be evidenced by positive changes in culture and climate, student events of discipline will decrease, and survey data will provide additional evidence.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our SIP baseline data and goals were shared with the school leadership team, teachers, staff, and students. Our SAC and PTA will also review all elements of the SAC and be presented with updates in progress and live data throughout the school year. Our SAC, as the governing body of our SIP, will meet eight times this school and will have updates on progress with goals at each meeting. Our PTA board and general members, will have minimal updates from school administration and teacher leadership.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be a dynamic document, one that we refer to on a consistent basis to both reflect upon and use as a point of reference for our intentional planning. As a leadership group as well as a staff, we will reflect on our SIP goals as well as provide updates and possible recalibrations of our progress toward each goal once a month during leadership meetings and staff meetings.

Our SAC and PTA will also review all elements of the SAC and be presented with updates in progress and live data throughout the school year. Our SAC, as the governing body of our SIP, will meet eight times this school and will have updates on progress with goals at each meeting. Our PTA board and general members, will have minimal updates from school administration and teacher leadership.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	20%
2022-23 Economically Disadvantaged (FRL) Rate	25%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	39	53	47	139
One or more suspensions	0	0	0	0	0	0	16	32	41	89
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	4	15	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	35	33	34	102
Level 1 on statewide Math assessment	0	0	0	0	0	0	41	34	38	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	61	49	45	155

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	22	37	39	98

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	52	54	51	157
One or more suspensions	0	0	0	0	0	0	12	34	32	78
Course failure in ELA	0	0	0	0	0	0	0	8	17	25
Course failure in Math	0	0	0	0	0	0	4	8	17	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	35	38	40	113
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	19	25	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	33	35	44	112

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	52	54	51	157
One or more suspensions	0	0	0	0	0	0	12	34	32	78
Course failure in ELA	0	0	0	0	0	0	0	8	17	25
Course failure in Math	0	0	0	0	0	0	4	8	17	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	35	38	40	113
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	19	25	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	33	35	44	112

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	51	49	68	53	50	71		
ELA Learning Gains				52			62		
ELA Lowest 25th Percentile				33			48		
Math Achievement*	77	57	56	80	32	36	82		
Math Learning Gains				66			71		
Math Lowest 25th Percentile				54			57		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	70	54	49	67	61	53	70		
Social Studies Achievement*	96	82	68	90	59	58	90		
Middle School Acceleration	90	75	73	74	48	49	73		
Graduation Rate					57	49			
College and Career Acceleration					85	70			
ELP Progress	50	47	40		65	76	60		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	55			
ELL	43			
AMI				
ASN	74			
BLK	60			
HSP	81			
MUL	71			
PAC				
WHT	80			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	51			
AMI				
ASN	80			
BLK	56			
HSP	64			
MUL	80			
PAC				
WHT	64			
FRL	54			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			77			70	96	90			50
SWD	30			38			42	78	87		5	
ELL	32			47							3	50
AMI												
ASN	70			78					73		3	
BLK	55			64							2	
HSP	69			78			71	93	96		5	
MUL	64			77							2	
PAC												
WHT	67			78			70	96	90		5	
FRL	50			60			45	86	85		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	68	52	33	80	66	54	67	90	74			
SWD	38	41	34	51	52	45	41	62	67			
ELL	42	30	23	76	63	73						
AMI												
ASN	81	62		86	81		73	100	77			
BLK	57	54		54	58							
HSP	64	46	30	80	66	73	65	90	64			
MUL	75	58		86	71		87	100	83			
PAC												
WHT	69	52	34	80	65	51	66	89	74			
FRL	52	43	27	65	58	48	55	81	55			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	71	62	48	82	71	57	70	90	73			60
SWD	32	42	38	47	61	47	34	75	0			
ELL	54	77	64	62	69	60						60

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	76	78		92	78				80			
BLK	33	28	18	29	35	18						
HSP	68	63	56	77	72	64	74	94	65			
MUL	72	77		88	91							
PAC												
WHT	72	62	48	83	71	56	70	91	74			
FRL	54	51	48	63	57	48	55	80	69			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	64%	47%	17%	47%	17%
08	2023 - Spring	73%	48%	25%	47%	26%
06	2023 - Spring	59%	43%	16%	47%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	53%	17%	54%	16%
07	2023 - Spring	79%	58%	21%	48%	31%
08	2023 - Spring	51%	44%	7%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	70%	51%	19%	44%	26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	55%	41%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	51%	49%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	69%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	76%	20%	66%	30%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA non-proficiency scores for grade 6 students had the lowest performance. Forty-one percent of 6th grade students were below proficiency levels in the May 2023 ELA FAST testing. The largest subgroup within that element were our grade 6 ESE students.

Contributing factors include the overall acclimation to middle school. As our grade level cohorts travel through middle school over the course of three years, the below proficiency level numbers decrease significantly. Our ESE students do not rise to proficiency at the same rate as our non-ESE students.

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

Overall, Math Achievement (including grades 6-8) possibly appear to be the area with the greatest decline. This summarization is utilizing only our FAST Math scores and does not include our Math EOC scores, so it is difficult to be exact in this review. In the 2021-2022 school year, our Math Achievement was at 80%, our overall 2022-2023 FAST Math data is currently at 73%. There is evidence that this could be our greatest decline.

The possibility of a lack of specific and targeted math intervention is an indicator that is contributing to this possible drop in achievement.

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.

N/A - HOMS data averages were above state averages (from what we can discern at this time)

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

Science Achievement grew from 67% to 70% proficiency. A specific and targeted approach and system in all science classrooms to review the Nature of Science standards routinely throughout the 22/23 school year contributed to this improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The percentages of students who have 10% or higher absenteeism are very similar to those for the percentage of students who have a substantial reading deficiency.

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

1. Reading proficiency levels for students identified as ESE
2. Attendance tracking for students who have a history of chronic absenteeism
3. Math intervention: identifying and monitoring students below proficiency and those significantly below grade level to provide targeted Math intervention during the school day.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance monitoring with regards to students and teachers who have a history of chronic absenteeism.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of absent students attending less than 90% of the school year will be reduced by 15% for the 2023-2024 school year.

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

School attendance will be checked and posted in office daily from previous day.
School counselors will be monitoring their section of the alphabet and contact families when there is a concern of change in attendance without parent contact. The system of letter notification will be in place regarding tiers of absenteeism for students.

Person responsible for monitoring outcome:

Greg Hendricks (hendrig@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individual contracts or Improvement forms will be put in place to both stakeholders (students and teachers).
If additional supports are needed to help support improvement in attendance, our school will utilize identified community or work related supports.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Individualized improvement plans will be utilized to meet the student's needs. The solutions provided will be best matched to the reason why they are missing school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. A student is absent for three days in a row without parent contact. Teacher will notify attendance clerk. Attendance clerk will contact parent.

Person Responsible: Greg Hendricks (hendrig@martinschools.org)

By When: 3 days of absentiism without parent contact. There is not a specific date.

2. A student reaches 5 days unexcused absence, a letter is generated and sent to parent/guardian and noted in FOCUS. (A-F= Bradley; G-M = Romano, N-Z = Overbaugh)

Person Responsible: Kate Bradley (bradelk@martinschools.org)

By When: When 5 unexcused absences are accumulated.

3. Students who drop below 90% throughout the year will be reviewed and monitored by school counselor (alpha order). This attendance rate will also be compared to current grades or behaivor, if there are two or more factors impacting student a parent/student/counselor meeting will occur. Student will be added to MTSS list.

Person Responsible: Kate Bradley (bradelk@martinschools.org)

By When: Ongoing review; occurs when a student's attendance drops below 90%.

4. Attendance concerns continue will require an individualized attendance plan to be created by counselor, parent, and student.

Person Responsible: Kate Bradley (bradelk@martinschools.org)

By When: This step will occur when the letters and first meeting do not yield a successful change in attendance.

#2. Instructional Practice specifically relating to Student Engagement
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed.   One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
In our May 2023 5 Essentials survey data, our students and teachers rated academic engagement in the very weak range.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Throughout the course of the school year in classroom walk throughs, the evidence will yield that at least 50% of the classrooms will show authentic student engagement. In our May 2024, 5 Essentials, our performance will land in the strong to very strong rating.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Using Classroom walk through data and student school surveys, Collaborative Learning Teams will intentionally plan for specific engagement strategies and structures to be included in the lesson plans.
Person responsible for monitoring outcome:
Trisha Elliott (elliott1@martinschools.org)
Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Classroom engagement will be monitored weekly through walkthroughs. There will be a tiered approach to addressing concerns in classrooms that lack engagement. Using the 30 second coaching strategies to begin in the moment and then moving into teacher specific discussions with their evaluator. Partnering teachers with identified teacher leaders on campus as well as utilizing our professional learning district team member will be coaching strategies that implemented as concerns move beyond a tier 1 concern. HOMS will have a system in place for creating time during the school day for teachers to visit other classrooms on campus; teachers will set goals so the peer observation is intentional and strategic as well as reflect upon what they saw and how they will implement those strategies in their classrooms. Peer observations will be largely targeted to observing engagement strategies.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Student and teacher absenteeism have a direct negative impact on student achievement. Closely monitoring both stakeholders on a close basis could be a strong preventative measure.   Classroom engagement has a high impact to positively support students in achievement. Utilizing these methods of identifying engagement will allow teachers to recognize students that are on track towards proficiency and beyond as well as those students who are in need of a reteach or other support.
Tier of Evidence-based Intervention   (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 1 - Strong Evidence
Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement

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

1. Weekly classroom walkthroughs collecting information regarding student classroom engagement.

Person Responsible: Trisha Elliott (elliott1@martinschools.org)

By When: Weekly.

2. Teachers will recieve in person coaching from the administrator in the room.

Person Responsible: Trisha Elliott (elliott1@martinschools.org)

By When: Verbal feedback provided in the moment.

3. In person meetings for all instructional staff to review engagement levels. This occurs with admin and the teachers that they oversee for evaluation purposes.

Person Responsible: Trisha Elliott (elliott1@martinschools.org)

By When: 1. Deliberate Practice meeting: end of September 2. After the informal: floating date depending on teacher category 3. Preconference before formal

HOMS team will partner with MCSD Professional Development team to identify school wide strategies to be used across classrooms to increase engagement. Professional learning plan will be created.

Person Responsible: Patience Ciufo (ciufop@martinschools.org)

By When: Mid September 2023

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grade 6 students who arrived to our campus with test scores demonstrating a need for additional support will be identified by our school leadership team and grouped by common weak standard. This list will be reviewed after the first progress monitoring of ELA FAST 1 in August.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The proficiency rating for this identified group of students will increase by 5% for each FAST assessment through this school year.

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

Students will be placed in specific intervention groups during out school wide intervention time, FINS WIN, with ELA or intervention teachers. The groups will work on identified ELA standards that the student group is currently not yet proficient with. The groups will complete teacher identified or teacher-created short assessments to track progress towards proficiency.

Person responsible for monitoring outcome:

Guillermo Orozco (orozcog@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group reading support will occur during school wide intervention time.
Short formative assessments will be utilized to monitor live progress.
Student ELA grades and assessments will be reviewed by the leadership team.
ELA intervention groups will be fluid as students show growth in the small groups.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Providing additional time with certified teachers or interventionists will allow students both extra time with the skills as well as create a stronger connection to subject area.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Identify students in 6th grade who scored below proficiency in ELA May 2023 FAST 3

Person Responsible: Guillermo Orozco (orozcog@martin.k12.fl.us)

By When: September 1, 2023

Review Fall ELA FAST 1 and compare names adding any new student names who are below proficiency.

Person Responsible: Guillermo Orozco (orozcog@martin.k12.fl.us)

By When: September 20, 2023

Create student groups for intervention to begin in October. Students will be grouped by need and placed with an ELA or intervention teacher for twice a week intervention (FINS WIN).

Person Responsible: Kate Bradley (bradelk@martinschools.org)

By When: September 30, 2023

Intervention groups will utilize a teacher created mini assessments to track progress towards proficiency. Students' ELA grades and teacher input will be gathered as well.

Person Responsible: Nicole Romano (romanon@martinschools.org)

By When: Monthly during MTSS (four week data review from the start date of intervention group). These dates will be fluid and tracked through year.