

Hunters Creek Middle

13400 TOWN LOOP BLVD, Orlando, FL 32837

<https://hunterscreekms.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hunters Creek Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Hunter's Creek Middle School has an ELL Compliance Coordinator (CTT) who collects and distributes information to all teachers about their students whose country of origin is not the United States. In addition, she runs the Parent Leadership Committee which meets several times throughout the year to discuss concerns specific to students from other nations. The compliance coordinator works with teachers to design culturally diverse lessons which meet the needs of all students in the classroom. Students and parents participate in a Multi-Cultural Fair each year by sharing and participating in cultural experiences from a variety of countries.

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

Student safety plans include student and parent surveys to determine locations and times where students might not feel safe on campus. Compilation of this data leads to a school safety plan that includes adult supervision in key areas identified by students and parents, Speak Out Hotline posters throughout the campus so students can report information anonymously, and student support groups relative to self-identified student needs. A supervised before school program is provided free of charge to students who arrive on campus before the normal school day begins. Through a partnership with Boys and Girls Club of Orlando, students are engaged in supervised safe activities after school until 6 PM.

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

The school follows the Orange County Public Schools student code of conduct and disciplinary guide when establishing protocols for disciplinary incidents and behavioral expectations. Teachers are trained annually during preplanning on the intervention process that will take place before disciplinary measures are enacted. Parent involvement is a key component of the disciplinary process. Teachers review the code of conduct with all students three times per year to clearly explain school and district expectations. Counselors review the code of conduct with any new students who enter the school. Administrative deans also review behavioral expectations and procedures with students during grade level specific meetings at the beginning of the school year.

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

Counselors create and run student centered groups relative to needs identified by student surveys. Such groups include but are not limited to: divorced parent, self-esteem, anger management, time management, dealing with stress, and making new friends. Students with special needs are assigned a support facilitation teacher with whom they coordinate on daily skills such as time management, study skills, peer interaction, and appropriate classroom behavior. Daily study skills classes are provided to these students to cultivate effective strategies for educational success. Academically struggling students are assigned faculty mentors to review educational progress, discuss personal concerns, provide support and feedback, and provide positive reinforcement to students. All students have data chats in core curriculum classes which include goal setting, identifying obstacles, designing intervention strategies and reviewing progress on a regular basis.

3. Early Warning Systems

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

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

Students are monitored for early warning indicators that would indicate a need for intervention programs. Key indicators and methods of monitoring are:

Attendance below 90%--Continuous monitoring by attendance clerk.

One or more suspensions--Continuous monitoring by administrative deans and grade level clerks.

Course failure in English, Language, Arts, or Mathematics--monitored by counselors and assistant principals at each midterm progress report and final grade for the nine weeks.

Based on Best Practices for Inclusive Education (BPIE) results from the Spring of 2016, Indicator 20 (An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities) is a priority for the 2016-2017 School Year. As such, the MTSS Team is now meeting on a more frequent basis; is using a more concise manner of communicating with teachers regarding students who are being supported at Tier II or Tier III; is providing professional development on the MTSS Process to teachers; and is monitoring student interventions more closely.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	30	25	23	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	7	5	15	0	0	0	0	27
Course failure in ELA or Math	0	0	0	0	0	0	23	49	20	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	0	0	71	79	77	0	0	0	0	227

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	22	36	21	0	0	0	0	79

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

A combination of the following interventions will be employed to improve performance of students identified by the early warning system:

1. Positive Alternative to Student Suspension (PASS). Student behavior alternative to suspension that provides students the opportunity to complete assigned work in an alternative classroom as opposed to suspension. In addition, students are given the opportunity to learn about social and emotional factors which could contribute to poor student performance.
2. Students who have missing assignments are referred to Advisory program after school to complete missing work.
3. Students who fail a core content course are immediately enrolled in course recovery before/after school utilizing the Edgenuity program.
4. Students with multiple suspensions are encouraged to join counselor led groups to develop social/personal skills that allow students to develop appropriate coping mechanisms.
5. Students who score level 1 on the statewide assessment are enrolled in block math and language arts programs to develop foundational skills required to pass statewide standards assessments.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

By June 2017, at least 90% of the parents at Hunter's Creek Middle School will participate in at least one school event. To ensure that Hunter's Creek Middle School will accomplish this, we will continue to hold numerous membership drives to assist parents in registering with PTSA and SAC to increase parental involvement. We also communicate our efforts via a weekly newsletter called "The Principal's Page" that is delivered electronically to families, Connect Orange messages, Facebook, and our school Website which is updated with the latest information from our school.

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

Community involvement to help build and sustain partnerships will be managed through the ADDitions program that encourages parents and community members to volunteer at the school and help with activities to ensure student achievement. Businesses will also be invited to the district's annual Teach-In program in November at Hunter's Creek Middle School to increase student awareness of our business partnerships. We will also continue our teacher recognition program at the school level and partner with local businesses to provide lunch for those teachers recognized by students for their commitment to student achievement. Additionally, the 5 Star School Award is a symbol of achievement that involves the

school and community. Evidence is shown in the areas of business partnerships, family involvement, volunteers, student community services and school advisory councils.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
McHale, Amy	Principal
Flanagan, Kevin	Assistant Principal
Sims, Nicole	Assistant Principal

b. Duties

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

Amy McHale, Principal
Kevin Flanagan, Assistant Principal (Digital Curriculum)
Nicole Sims, Assistant Principal (MTSS)
Shedrick Copeland, Dean, 8th grade
Dominic Golia, Dean 7th Grade
Brian Ursic, Dean, Dean, 6th grade
Kelly Armstrong, Guidance Counselor, Co-Team Leader
Annikki Merritt, Guidance Counselor, Co-Team Leader
Faye Roman, Data expert (IMS Champion)
Katharine Brown, Reading and Writing interventions
Kellee Moye, Reading interventions
Amy Pratt, Math interventions
Jennifer Whitmore, Science interventions
Tony Johnson, Social Studies interventions
Joley Dominguez-Lozada, Curriculum Compliance
Yajaira Carratala, ESE Placement Specialist
Kimberly Drake, PASS monitor
Classroom teachers

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

We have implemented a 3-tiered intervention process model that allows different team members to push-in or pull-out for interventions based on the students' areas of need. Instructional coaches provide co-teaching opportunities and lesson modeling for teachers. Teachers notify the MTSS leadership team when they feel a student is in need of additional interventions. Those team members called upon then conference with the classroom teacher and develop a tailored plan of intervention.

Professional development opportunities will be provided including attendance at the annual

Professional Learning Community conference, online courses relative to digital curriculum, and attendance fees for professional development related to integration of technology in the classroom. Supplemental Academic Instruction funding will be used to pay teachers for after school tutoring program. Certified teachers will be scheduled to assist students five days a week after school Teachers from each subject area will provide small group and one on one instruction to students to increase mastery in core content areas. Title III funds will be used to pay for teacher training related to effective implementation of ELL strategies in the classroom.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy McHale	Principal
Shedrick Copeland	Education Support Employee
Cynthia Cuenin	Parent
Annikki Merritt	Teacher
Hepzibah Chandraranda	Parent
Elyse Dominguez Lozada	Teacher
Cadjina Daniel	Teacher
Kelly Freeman	Parent
Dominic Golia	Teacher
Ronda Vazquez	Business/Community
Faye Roman	Teacher
Marie Golia	Business/Community
Tiffany Madrid	Parent
Marion McKenzie	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the first SAC meeting of the 2016-2017 school year the SIP and school data will be reviewed with SAC members.

b. Development of this school improvement plan

Use state and district goals as a guide for assessing the school's needs
 Determine and prioritize the goals of the school based on appropriate assessments and other data
 Develop measurable objectives and strategies for addressing the high priority goals
 Assist in the preparing, monitoring, and evaluating the school improvement plan
 Identify the appropriate use of school improvement dollars for implementing the approved school improvement plan

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

The principal meets with district staff to allocate school budget funds. The budget is reviewed with SAC and Professional Learning Leadership Team (PLLT). The prepared budget is reviewed by district staff when complete at the school level.

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

The SAC committee voted on providing character education signage in the media center and the student hallways. The amount budgeted for this project was \$1000. Math XL licenses were purchased to provide students with extra help and enrichment on math standards. The amount budgeted for this project is \$4000.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
McHale, Amy	Principal
Flanagan, Kevin	Assistant Principal
Sims, Nicole	Assistant Principal

b. Duties

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

The major initiative of the LLT will be to support integration of Florida State Standards through the development and implementation of the HCMS Literacy Plan across grade level and subject areas. Teachers will be trained on instructional strategies that support the implementation of the literacy plan. A literacy committee will be formed during the first nine weeks lead by the Reading Coach and Learning Resource Teacher (LRS). The literacy committee will meet once a month.

D. Public and Collaborative Teaching

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

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

Hunter's Creek Middle School employs Professional Learning Communities (PLCs) to develop positive working relationships between teachers. PLCs consist of grade level subject area teachers who meet at least twice a week during their commonly scheduled planning time. In these meetings, teachers develop common assessments, create engaging lessons, review student data, and coordinate intervention strategies. PLC leaders meet monthly to discuss concerns or make suggestions that would improve student learning school wide. Department level meetings of all PLCs for the subject area meet twice per month to discuss vertical alignment of instruction and explore resources or programs that could be used across grade levels. Teacher leaders from PLC groups also provide professional development on specific instructional strategies or programs which have shown success with students.

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

1. New Teacher Mentor Program- New teachers will be assigned a mentor based on subject and grade level. Mentors will meet with mentees on a regular basis and serve as first contact for the new teacher. The mentor program will include regular new teacher meetings.
2. Professional development that focuses on Professional Learning Communities (PLC). PLCs will focus on teacher content areas as well as interdisciplinary team; which will allow teachers time to discuss essentials of the content as well as how to deliver such instruction.
3. Professional development that focuses on developing common assessments. Developing common assessments will provide teachers with standards based data that will allow them to more closely align their teaching to the standards.
4. Professional Development that focuses on content common planning; which will provide teachers the opportunity to collaborate to identify essential benchmark/standards and skills for their content/subject area. In addition, they will be able to work together to create data driven lessons to meet the needs of the learners.

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

The teacher mentor program is designed to be a partnership to help support new teachers by providing them with a veteran teacher to discuss topics and to provide guidance at Hunter's Creek Middle School. The Assistant Principal of Instruction and the Learning Resource Teacher will act as the facilitators during the meetings. During the first month of school, new teachers and mentors will meet weekly to discuss topics of importance to the teachers and student achievement. During the second month, meetings will be bi-weekly and eventually changed to monthly. Teachers were paired according to subject area and grade level; however, in some instances mentees and mentors were assigned based on the familiarity of the subject area. Meeting topics will include: research based strategies, creating and reviewing lesson plans, professional development, classroom management, Marzano's observation program and deliberate practice plan required of all teachers, student data/Performance Matters and other topics related to student achievement.

Sandy Mitchell- Susan Homer
Emilia Clapp- Joley Dominguez Lozada
Besty Garcia- Faye Roman
Kyle Ann Ryan- Tony Johnson
James Solomons- Athena Occhipinti
Beverly Spilker- Kellee Moye
Angela DeLuca- Katharine Brown
Barbara Phillips- Faye Roman
Juan Hodge-Gomez, Amy Pratt
Dominic Golia, Kelly Armstrong
Danielle Houston, Faye Roman

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

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

Hunter's Creek Middle School uses data on three different levels when considering differentiation of instruction to meet student needs: the school level, the subject grade level, and the individual teacher level.

On the school level, HCMS faculty and staff analyze prior year data to determine overall patterns such as achievement gaps between minority and non-minority students, learning gains in the lower 25% of student population, rigorous instruction and challenging classes for high performing students, and learning gains among ELL students. Best practices are implemented schoolwide through professional development directly related to identified areas of concern. Additionally, school level coaches provide instructional strategies to teachers to facilitate growth in the identified areas.

Grade level PLCs collect data through standards based common assessments created by teachers and administered to all students on the grade level in the same manner. Data from common assessments is entered into Performance Matters for analysis by the grade level PLC. During common assessment data analysis meetings, the PLC examines the overall student performance, ELL student performance, and ESE student performance. The PLC compares data across classes to determine similarities and differences in student performance. Student performance is analyzed to the question level to determine mastery of the standard being assessed. Intervention and reteaching strategies are devised based on common assessment data analysis. Teachers may provide reteaching opportunities, recommend after school tutoring, or provide guided practice for individual students based on common assessment data.

Individual teachers conduct formative assessments throughout lesson and unit plans to determine mastery of material to include pretesting students for foundational skills. Scaffolding of lessons over a period of time based on pretests and formative assessments while remaining on the trajectory of the standard. Lesson pacing and activities are adjusted to meet the needs of the individual class and student. Teachers design and implement enrichment activities for those students demonstrating a high level of mastery during the pretest or formative assessment process.

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

Strategy: Extended School Day

Minutes added to school year: 7,200

Students will have the opportunity to attend tutoring after school Monday through Thursday. The tutoring schedule will be designed to meet all grade level and subject area needs. Core academic teachers will provide tutoring to students based on attendance.

Strategy Rationale

Students will use tutoring to gain extra teacher support with activities assigned through their classroom teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Flanagan, Kevin, kevin.flanagan@ocps.net

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

Tutoring teachers will keep records of regular attendance and use course grades, common assessments, End of Course Exam, and FSA scores to determine effectiveness of tutoring time.

Strategy: Extended School Day

Minutes added to school year: 140

Students failing a course will be given the opportunity to work on course requirements using Edgenuity in the mornings on Tuesdays, Thursdays and on Saturdays.

Strategy Rationale

Students who failed to meet the minimum standards during a grading period are given the opportunity to relearn missed standards and show proficiency to reach a passing grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Flanagan, Kevin, kevin.flanagan@ocps.net

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

Completion data will be collected weekly and student conferences will be used to keep students on track for completion.

Strategy: Summer Program

Minutes added to school year: 40

Teachers will be given the opportunity to collaborate, plan and attend professional development during summer months. Teachers will attend expert workshops and summer training using a train the trainer model.

Strategy Rationale

Teachers will be given the opportunity to extend their learning into the summer months through PDSonline and face to face trainings, workshops, and conferences

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McHale, Amy, amy.mchale@ocps.net

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

Teachers will present new information to staff in Professional Learning Communities and/or school-wide professional development.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Throughout the year subject area teachers across feeder patterns meet to align needs of students for the next level. Guidance counselors from feeder patterns meet to discuss student needs for transition periods.

Administrators meets with feeder pattern administrators once a month to ensure smooth transitions across the feeder pattern. Guidance counselors and administrators visit feeder pattern schools to present opportunities and welcome students to transition school. Elementary students are invited on a field trip to the middle school campus to experience a middle school day.

b. College and Career Readiness

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

Guidance counselors meet with students during student choice session for future courses. All eighth graders are encouraged to participate in the Digital Information Technology and/or Project Lead the Way course.

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

Students are exposed to career relationships and relevance in each grade level social studies class. Guidance counselors will also be providing whole group lessons focused on career choice and relevance to their future.

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

Information and Communication Technologies (ICTS) and Project Lead the Way (PLTW) are electives now offered that focus on job embedded skills needed for technology and engineering professions.

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

Continue to offer math, science, technology, and foreign language high school courses that will provide students the pre-requisites needed to participate in higher level course work and AP courses while in high school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement Florida State Standards-based instruction through facilitation of effective collaborative planning in order to increase student achievement. (Division Priority: Invest in Human Capital) (Division Priority: Ensure Career and College Readiness)

- G2.** Decrease the White/Hispanic achievement gap and increase achievement in the Hispanic subgroup by ensuring that all students are receiving appropriate services needed to achieve at the highest level with support. (Division Priority: Narrow achievement gaps, Division Priority: Provide Empowering Environments)

- G3.** Increase rigor for all students utilizing differentiated instruction through small group instructional strategies. (Division Priority: Accelerate Student Performance, Division Priority: Ensure Career and College Readiness)

Strategic Goals Detail

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

G1. Implement Florida State Standards-based instruction through facilitation of effective collaborative planning in order to increase student achievement. (Division Priority: Invest in Human Capital) (Division Priority: Ensure Career and College Readiness) 1a

G084345

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	80.0
FSA Mathematics Achievement	85.0
FSA ELA Achievement	80.0
FSA Science Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of teacher understanding of the rigor required on the Florida State Standards.
- Teachers do not have enough time for collaborative planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Devices (iPads) and Smartboard projector provided by the OCPS Digital Pilot Program.
- Curriculum Resource Teacher
- Reading Coach
- Instructional leaders
- CPALMS
- OCPS Information Management System (IMS)
- Instructional Focus Calendars (IFC)
- Performance Matters

Plan to Monitor Progress Toward G1. 8

The leadership team will monitor through teacher observation and participation in professional development.

Person Responsible

Kevin Flanagan

Schedule

Weekly, from 8/17/2016 to 6/6/2017

Evidence of Completion

Observation data and teacher survey data will be collected as evidence that progress is being made toward meeting the goal.

G2. Decrease the White/Hispanic achievement gap and increase achievement in the Hispanic subgroup by ensuring that all students are receiving appropriate services needed to achieve at the highest level with support. (Division Priority: Narrow achievement gaps, Division Priority: Provide Empowering Environments)

1a

G084346

Targets Supported 1b

Indicator	Annual Target
AMO Math - Hispanic	85.0
AMO Reading - Hispanic	84.0

Targeted Barriers to Achieving the Goal 3

- Students have limited English proficiency when entering.
- There is a lack of engaging lessons for limited English speakers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum compliance teacher
- ELL Endorsed teachers and staff
- SIOP Trained teachers and staff
- Reading Coach
- ELL Paraprofessionals
- Common Assessments

Plan to Monitor Progress Toward G2. 8

The leadership team will review achievement data of students whose parents participated in parent meetings to see the affect on achievement.

Person Responsible

Nicole Sims

Schedule

Quarterly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Increased student achievement data of students whose families participated in community meetings will provide evidence that parents who are involved and supportive of the school community have a positive affect on student achievement.

G3. Increase rigor for all students utilizing differentiated instruction through small group instructional strategies. (Division Priority: Accelerate Student Performance, Division Priority: Ensure Career and College Readiness) 1a

G084347

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	80.0
Algebra I EOC Pass Rate	90.0
AMO Math - All Students	89.0
AMO Reading - All Students	87.0

Targeted Barriers to Achieving the Goal 3

- Students experience inconsistent rigor due to lack of differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Becoming a Reflective Teacher workbook given to each teacher
- School wide PLC meetings on Marzano Instructional Framework
- PDSonline trainings on Marzano Instructional Framework
- iObservation resources on Marzano Instructional Framework

Plan to Monitor Progress Toward G3. 8

The leadership team will discuss teacher data with PLC groups.

Person Responsible

Amy McHale

Schedule

Monthly, from 8/17/2016 to 6/8/2017

Evidence of Completion

Data tables and comparisons will provide evidence that teachers are working toward improving instructional practice.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Implement Florida State Standards-based instruction through facilitation of effective collaborative planning in order to increase student achievement. (Division Priority: Invest in Human Capital) (Division Priority: Ensure Career and College Readiness) **1**

 G084345

G1.B1 There is a lack of teacher understanding of the rigor required on the Florida State Standards. **2**

 B224106

G1.B1.S1 The leadership team will train teachers to deconstruct standards with a focus on Florida State Standards (FSS) skills. **4**

 S236495

Strategy Rationale

This becomes the blueprint from which teachers will operate as the leadership team and effective teachers will model lesson planning using the standards, item specifications, instructional focus calendars, and scope and sequence documents.

Action Step 1 **5**

Instructional coaches will provide teacher training, modeling, and coaching through use of the coaching cycle.

Person Responsible

Kevin Flanagan

Schedule

Monthly, from 8/8/2016 to 6/6/2017

Evidence of Completion

Lesson plans, teacher observation, digital media presentations on SharePoint will provide evidence of effective teacher training tools.

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

The leadership team will monitor fidelity through conducting classroom observations and participation in professional development meetings.

Person Responsible

Kevin Flanagan

Schedule

Monthly, from 8/17/2016 to 6/6/2017

Evidence of Completion

Observation data and attendance data will be examined as evidence that progress is being made toward meeting collaborative goals.

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

The leadership team will monitor student achievement data by participating in PLC data meetings and PLC data documentation.

Person Responsible

Kevin Flanagan

Schedule

Biweekly, from 8/17/2016 to 6/6/2017

Evidence of Completion

PLC data forms will be collected on Share Point after each common assessment. The leadership team will use data forms to assess progress toward student achievement goals.

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

The leadership team will conduct classroom observations for evidence of an increase in delivery of rigorous, standards-based instruction.

Person Responsible

Kevin Flanagan

Schedule

Weekly, from 8/24/2016 to 6/6/2017

Evidence of Completion

Observational data reflects an increase of standards-based instruction. Student achievement on standards-based assessments reflects increase in standards-based instruction. Lesson plans reflect a deeper understanding of the standard.

G1.B2 Teachers do not have enough time for collaborative planning. 2

 B224107

G1.B2.S1 Ensure all teachers have access to common planning time, support from coaches, and guiding documents for meaningful common planning. 4

 S236496

Strategy Rationale

Effective lesson planning takes time. Teachers need specific guidance and coaching on making collaborative planning time most useful.

Action Step 1 5

Build the master schedule properly to allow for common planning among courses.

Person Responsible

Nicole Sims

Schedule

Monthly, from 8/18/2016 to 6/5/2017

Evidence of Completion

meeting minutes, digital media presentations on school website, master schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership team members will facilitate in common planning sessions and monitor implementation of data chat forms.

Person Responsible

Kevin Flanagan

Schedule

Biweekly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Common planning and data chat forms submitted in Sharepoint

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership team will attend all common planning meetings.

Person Responsible

Kevin Flanagan

Schedule

Weekly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Reports from Administration/Coaches at Leadership Team meeting. Evidence of planned strategies used in the classroom through observation.

G2. Decrease the White/Hispanic achievement gap and increase achievement in the Hispanic subgroup by ensuring that all students are receiving appropriate services needed to achieve at the highest level with support. (Division Priority: Narrow achievement gaps, Division Priority: Provide Empowering Environments) **1**

G084346

G2.B1 Students have limited English proficiency when entering. **2**

B224110

G2.B1.S1 The Curriculum Compliance Teacher (CCT) will ensure all ELL students are served through English Language Learners language arts course and/or reading course as needed. **4**

S236497

Strategy Rationale

To ensure that students with limited English proficiency have access to accommodations by certified ELL providers.

Action Step 1 **5**

CCT will ensure all incoming students are tested and placed according to individual needs

Person Responsible

Nicole Sims

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

All ELL students will be properly scheduled in support courses.

Action Step 2 **5**

WIDA and Culturally Responsive trainings and follow-up

Person Responsible

Nicole Sims

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence of WIDA strategies and culturally responsive strategies as observed in classroom visits.

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

The Assistant Principal of Instruction (API) will check Certify and SRS (State Reporting) reports for accuracy.

Person Responsible

Nicole Sims

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Error free Certify/SRS reports will provide evidence that students are placed properly.

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

Classroom observations focused on WIDA and Culturally Responsive strategies

Person Responsible

Nicole Sims

Schedule

Every 3 Weeks, from 8/29/2016 to 6/8/2017

Evidence of Completion

Observation data will be collected and reviewed for strategies observed.

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

The leadership team will monitor English proficiency by analyzing student data on reading fluency tests and common assessment achievement.

Person Responsible

Nicole Sims

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Student data on reading fluency and common assessments will show an increase in English proficiency.

G3. Increase rigor for all students utilizing differentiated instruction through small group instructional strategies. (Division Priority: Accelerate Student Performance, Division Priority: Ensure Career and College Readiness)

1

G084347

G3.B1 Students experience inconsistent rigor due to lack of differentiated instruction. 2

B224112

G3.B1.S1 The leadership team will provide professional development and monitor use of teaching strategies that encourage differentiated instruction. 4

S236499

Strategy Rationale

Teachers will increase effective differentiation based on strategies learned through Professional Development.

Action Step 1 5

The leadership team will provide professional development on writing lesson plans that include differentiated instruction and extension activities.

Person Responsible

Amy McHale

Schedule

Monthly, from 8/17/2016 to 6/8/2017

Evidence of Completion

PLC minutes, teacher lesson plans

Action Step 2 5

The leadership team will provide professional development on scaffolding activities and enrichment activities.

Person Responsible

Amy McHale

Schedule

Monthly, from 8/17/2016 to 6/8/2017

Evidence of Completion

PLC minutes, teacher observation

Action Step 3 5

Teachers will share and collaborate on ideas to differentiate instruction through their specific course.

Person Responsible

Amy McHale

Schedule

Weekly, from 8/17/2016 to 6/8/2017

Evidence of Completion

PLC minutes, lesson plans, teacher observations, peer observations

Action Step 4 5

Teachers will receive coaching and modeling support from coaches and other teachers.

Person Responsible

Amy McHale

Schedule

Monthly, from 8/17/2016 to 6/8/2017

Evidence of Completion

Professional development surveys

Action Step 5 5

Teachers will effectively implement differentiated instruction.

Person Responsible

Amy McHale

Schedule

Daily, from 8/17/2016 to 6/8/2017

Evidence of Completion

Technology implementation Matrix (TIM) observations

Action Step 6 5

Teachers will implement differentiated instruction lessons to increase rigor for high-performing students.

Person Responsible

Amy McHale

Schedule

Monthly, from 8/17/2016 to 6/8/2017

Evidence of Completion

Lesson plans, teacher observations

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

The leadership team will attend PLC meetings and trainings, read and respond to PLC minutes.

Person Responsible

Amy McHale

Schedule

Weekly, from 8/17/2016 to 6/8/2017

Evidence of Completion

Administrative discussion/agenda on differentiated instruction implementation, lesson plans, observations will provide evidence that teachers are working toward improving instructional practice.

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

The leadership team will monitor iObservation and student achievement data.

Person Responsible

Amy McHale















Schedule

Weekly, from 8/17/2016 to 6/8/2017

Evidence of Completion

Administrative discussion/agenda on differentiated instruction implementation and student achievement data will provide evidence that teachers are working toward improving instructional practice.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA1  M311066	Leadership team will attend all common planning meetings.	Flanagan, Kevin	8/18/2016	Reports from Administration/Coaches at Leadership Team meeting. Evidence of planned strategies used in the classroom through observation.	6/1/2017 weekly
G1.B2.S1.MA1  M311067	Leadership team members will facilitate in common planning sessions and monitor implementation of...	Flanagan, Kevin	8/18/2016	Common planning and data chat forms submitted in Sharepoint	6/1/2017 biweekly
G2.B1.S1.A2  A305076	WIDA and Culturally Responsive trainings and follow-up	Sims, Nicole	8/8/2016	Evidence of WIDA strategies and culturally responsive strategies as observed in classroom visits.	6/2/2017 quarterly
G1.B2.S1.A1  A305074	Build the master schedule properly to allow for common planning among courses.	Sims, Nicole	8/18/2016	meeting minutes, digital media presentations on school website, master schedule	6/5/2017 monthly
G1.MA1  M311068	The leadership team will monitor through teacher observation and participation in professional...	Flanagan, Kevin	8/17/2016	Observation data and teacher survey data will be collected as evidence that progress is being made toward meeting the goal.	6/6/2017 weekly
G1.B1.S1.MA1  M311063	The leadership team will conduct classroom observations for evidence of an increase in delivery of...	Flanagan, Kevin	8/24/2016	Observational data reflects an increase of standards-based instruction. Student achievement on standards-based assessments reflects increase in standards-based instruction. Lesson plans reflect a deeper understanding of the standard.	6/6/2017 weekly
G1.B1.S1.MA1  M311064	The leadership team will monitor fidelity through conducting classroom observations and...	Flanagan, Kevin	8/17/2016	Observation data and attendance data will be examined as evidence that progress is being made toward meeting collaborative goals.	6/6/2017 monthly
G1.B1.S1.MA2  M311065	The leadership team will monitor student achievement data by participating in PLC data meetings and...	Flanagan, Kevin	8/17/2016	PLC data forms will be collected on Share Point after each common assessment. The leadership team will use data forms to assess progress toward student achievement goals.	6/6/2017 biweekly
G1.B1.S1.A1  A305073	Instructional coaches will provide teacher training, modeling, and coaching through use of the...	Flanagan, Kevin	8/8/2016	Lesson plans, teacher observation, digital media presentations on SharePoint will provide evidence of effective teacher training tools.	6/6/2017 monthly
G2.MA1  M311072	The leadership team will review achievement data of students whose parents participated in parent...	Sims, Nicole	8/24/2016	Increased student achievement data of students whose families participated in community meetings will provide evidence that parents who are involved and supportive of the school community have a positive affect on student achievement.	6/8/2017 quarterly
G3.MA1  M311075	The leadership team will discuss teacher data with PLC groups.	McHale, Amy	8/17/2016	Data tables and comparisons will provide evidence that teachers are working toward improving instructional practice.	6/8/2017 monthly
G2.B1.S1.MA1  M311069	The leadership team will monitor English proficiency by analyzing student data on reading fluency...	Sims, Nicole	8/24/2016	Student data on reading fluency and common assessments will show an increase in English proficiency.	6/8/2017 weekly
G2.B1.S1.MA1  M311070	The Assistant Principal of Instruction (API) will check Certify and SRS (State Reporting) reports...	Sims, Nicole	8/24/2016	Error free Certify/SRS reports will provide evidence that students are placed properly.	6/8/2017 weekly
G2.B1.S1.MA3  M311071	Classroom observations focused on WIDA and Culturally Responsive strategies	Sims, Nicole	8/29/2016	Observation data will be collected and reviewed for strategies observed.	6/8/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A305075	CCT will ensure all incoming students are tested and placed according to individual needs	Sims, Nicole	8/24/2016	All ELL students will be properly scheduled in support courses.	6/8/2017 weekly
G3.B1.S1.MA1 M311073	The leadership team will monitor iObservation and student achievement data.	McHale, Amy	8/17/2016	Administrative discussion/agenda on differentiated instruction implementation and student achievement data will provide evidence that teachers are working toward improving instructional practice.	6/8/2017 weekly
G3.B1.S1.MA1 M311074	The leadership team will attend PLC meetings and trainings, read and respond to PLC minutes.	McHale, Amy	8/17/2016	Administrative discussion/agenda on differentiated instruction implementation, lesson plans, observations will provide evidence that teachers are working toward improving instructional practice.	6/8/2017 weekly
G3.B1.S1.A1 A305077	The leadership team will provide professional development on writing lesson plans that include...	McHale, Amy	8/17/2016	PLC minutes, teacher lesson plans	6/8/2017 monthly
G3.B1.S1.A2 A305078	The leadership team will provide professional development on scaffolding activities and enrichment...	McHale, Amy	8/17/2016	PLC minutes, teacher observation	6/8/2017 monthly
G3.B1.S1.A3 A305079	Teachers will share and collaborate on ideas to differentiate instruction through their specific...	McHale, Amy	8/17/2016	PLC minutes, lesson plans, teacher observations, peer observations	6/8/2017 weekly
G3.B1.S1.A4 A305080	Teachers will receive coaching and modeling support from coaches and other teachers.	McHale, Amy	8/17/2016	Professional development surveys	6/8/2017 monthly
G3.B1.S1.A5 A305081	Teachers will effectively implement differentiated instruction.	McHale, Amy	8/17/2016	Technology implementation Matrix (TIM) observations	6/8/2017 daily
G3.B1.S1.A6 A305082	Teachers will implement differentiated instruction lessons to increase rigor for high-performing...	McHale, Amy	8/17/2016	Lesson plans, teacher observations	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. Implement Florida State Standards-based instruction through facilitation of effective collaborative planning in order to increase student achievement. (Division Priority: Invest in Human Capital) (Division Priority: Ensure Career and College Readiness)

G1.B1 There is a lack of teacher understanding of the rigor required on the Florida State Standards.

G1.B1.S1 The leadership team will train teachers to deconstruct standards with a focus on Florida State Standards (FSS) skills.

PD Opportunity 1

Instructional coaches will provide teacher training, modeling, and coaching through use of the coaching cycle.

Facilitator

Faye Roman, CRT

Participants

All staff

Schedule

Monthly, from 8/8/2016 to 6/6/2017

G1.B2 Teachers do not have enough time for collaborative planning.

G1.B2.S1 Ensure all teachers have access to common planning time, support from coaches, and guiding documents for meaningful common planning.

PD Opportunity 1

Build the master schedule properly to allow for common planning among courses.

Facilitator

Kevin Flanagan

Participants

All instructional staff

Schedule

Monthly, from 8/18/2016 to 6/5/2017

G2. Decrease the White/Hispanic achievement gap and increase achievement in the Hispanic subgroup by ensuring that all students are receiving appropriate services needed to achieve at the highest level with support. (Division Priority: Narrow achievement gaps, Division Priority: Provide Empowering Environments)

G2.B1 Students have limited English proficiency when entering.

G2.B1.S1 The Curriculum Compliance Teacher (CCT) will ensure all ELL students are served through English Language Learners language arts course and/or reading course as needed.

PD Opportunity 1

WIDA and Culturally Responsive trainings and follow-up

Facilitator

Elyse Dominguez-Lozada, Culturally Responsive Team

Participants

All staff

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

G3. Increase rigor for all students utilizing differentiated instruction through small group instructional strategies. (Division Priority: Accelerate Student Performance, Division Priority: Ensure Career and College Readiness)

G3.B1 Students experience inconsistent rigor due to lack of differentiated instruction.

G3.B1.S1 The leadership team will provide professional development and monitor use of teaching strategies that encourage differentiated instruction.

PD Opportunity 1

The leadership team will provide professional development on writing lesson plans that include differentiated instruction and extension activities.

Facilitator

Kevin Flanagan

Participants

All teachers

Schedule

Monthly, from 8/17/2016 to 6/8/2017

PD Opportunity 2

The leadership team will provide professional development on scaffolding activities and enrichment activities.

Facilitator

Faye Roman (CRT)

Participants

All teachers

Schedule

Monthly, from 8/17/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional coaches will provide teacher training, modeling, and coaching through use of the coaching cycle.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	590-Other Materials and Supplies	0381 - Hunters Creek Middle	General Fund		\$150.00
			<i>Notes: Additional professional library items.</i>			
2	G1.B2.S1.A1	Build the master schedule properly to allow for common planning among courses.				\$0.00
3	G2.B1.S1.A1	CCT will ensure all incoming students are tested and placed according to individual needs				\$0.00
4	G2.B1.S1.A2	WIDA and Culturally Responsive trainings and follow-up				\$0.00
5	G3.B1.S1.A1	The leadership team will provide professional development on writing lesson plans that include differentiated instruction and extension activities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0381 - Hunters Creek Middle	General Fund		\$1,000.00
			<i>Notes: PLC Conference</i>			
6	G3.B1.S1.A2	The leadership team will provide professional development on scaffolding activities and enrichment activities.				\$0.00
7	G3.B1.S1.A3	Teachers will share and collaborate on ideas to differentiate instruction through their specific course.				\$0.00
8	G3.B1.S1.A4	Teachers will receive coaching and modeling support from coaches and other teachers.				\$0.00
9	G3.B1.S1.A5	Teachers will effectively implement differentiated instruction.				\$0.00
10	G3.B1.S1.A6	Teachers will implement differentiated instruction lessons to increase rigor for high-performing students.				\$0.00
					Total:	\$1,150.00