

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

Hunters Creek Middle  
13400 TOWN LOOP BLVD  
Orlando, FL 32837  
407-858-4620

### School Demographics

---

<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 49%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 67%

### School Grades History

---

<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
---------------------	---------------------	---------------------	---------------------

### SIP Authority and Template

---

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>Differentiated Accountability</b>	<b>4</b>
<b>Part I: Current School Status</b>	<b>5</b>
<b>Part II: Expected Improvements</b>	<b>17</b>
<b>Goals Summary</b>	<b>22</b>
<b>Goals Detail</b>	<b>22</b>
<b>Action Plan for Improvement</b>	<b>27</b>
<b>Part III: Coordination and Integration</b>	<b>33</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>34</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>37</b>

---

## **Purpose and Outline of the SIP**

---

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

### **Part I: Current School Status**

---

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

### **Part II: Expected Improvements**

---

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

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

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

### **Part III: Coordination and Integration**

---

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

### **Appendix 1: Professional Development Plan to Support Goals**

---

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

### **Appendix 2: Budget to Support Goals**

---

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Hunters Creek Middle

##### Principal

Amy McHale

##### School Advisory Council chair

Shedrick Copeland

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

Name	Title
Kevin Flanagan	Assistant Principal
Jill Trimble	Assistant Principal
Shedrick Copeland	Administrative Dean
Brian Ursic	Administrative Dean
Wendy Ruff	Curriculum Resource Teacher
Sharon Powers	Media Specialist
Kellee Moye	Reading Coach
Elyse Dominguez Lozada	Curriculum Compliance Teacher
Bernadette Harvey	Placement Specialist
Kelly Armstrong	Guidance Counselor
Katharine Brown	Language Arts Professional Learning Community(PLC) Leader
Amy Pratt	Math PLC Leader
Tony Johnson	Social Studies PLC Leader
Junior Jn-Baptiste	Science PLC Leader
Frances Reeves	Electives PLC Leader
Wanda Berry	Fine Arts PLC Leader
Douglas Torborg	Physical Education PLC Leader

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

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

### **Membership of the SAC**

Amy McHale - Principal Margaret Rocher - Parent  
Shedrick Copeland - Chair/Parent Christine Flynn - Parent  
Katie Brown - Teacher Diane LaRouche - Parent  
Joley Dominguez Lozada - Teacher Astrid Volpert - Parent  
Sean Ellingham - Teacher Tina Cirsalli - Parent  
Elizabeth Ellis - Teacher Deisamar Desoto - Parent  
Bernadette Harvey - Teacher Terry Ferreter - Parent  
Laura Hermida - Teacher Stephanie Chen - Co-Chair/Parent  
Sandy Irizarry - Classified Gladymar Lisan - Parent  
Annikki Merritt - Teacher Sandy Wilder - Parent  
Michael Przybylek - Teacher Peggy Jackson - Parent  
Chad Thornton - Teacher Eddy Dominguez - Parent  
Yogi Jimenez - Parent  
Marcella Wilder - Student  
Sudeshna Barman - Parent

### **Involvement of the SAC in the development of the SIP**

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

### **Activities of the SAC for the upcoming school year**

Assist in the preparation and evaluation of the school improvement plan  
Analyze district and state assessment data

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

Has not been determined by the SAC

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

In Compliance

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

## **Highly Qualified Staff**

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

### **Administrators**

#### **# of administrators**

3

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**



<b>Jill Trimble</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

**Credentials**  
 Batchelor of Arts Criminal Justice, Master of Business Administration  
 Certifications- K-12 Educational Leadership, K-12 ESE, Middle Grades Integrated Curriculum, K-12 Reading Endorsement

**Performance Record**  
 2012-2013  
 Chain of Lakes School Grade B  
 Reading Proficiency: 62.2%  
 Reading Learning Gains: 65.9%  
 Reading Lowest 25%: 66.1%  
 Math Proficiency: 56.4%  
 Math Learning Gains: 56.3%  
 Math Lowest 25%: 55.8%  
 Algebra I EOC Proficiency: 88%  
 AMO Reading: 66% of all students were proficient  
 AMO Math: 64% of all students were proficient

**Instructional Coaches**

**# of instructional coaches**  
 3

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

**Instructional Coach Information:**

<b>Wendy Ruff</b>		
Full-time / School-based	Years as Coach: 6	Years at Current School: 2

**Areas**  
 Reading/Literacy, Data, RtI/MTSS, Other

**Credentials**  
 Bachelor of Art English  
 Certifications- 5-9 English, 6-12 English

**Performance Record**  
 2012-2013  
 Hunter's Creek Middle School Grade A  
 Reading Proficiency: 78%  
 Reading Learning Gains: 75%  
 Reading Lowest 25%: 73%  
 Math Proficiency: 80%  
 Math Learning Gains: 84%  
 Math Lowest 25%: 80%  
 Algebra I EOC Proficiency: 96%  
 AMO Reading: 78% of all students were proficient  
 AMO Math: 81% of all students were proficient



<b>Kellee Moye</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 8
<b>Areas</b>	Reading/Literacy, Data	
<b>Credentials</b>	Bachelor of Art Literature, Master of Art Elementary Education, Masters of Art Reading Certifications-Elementary Education, Secondary English, K-12 Reading Endorsements- ESOL, Reading, Gifted	
<b>Performance Record</b>	2012-2013 Hunter's Creek Middle School Grade A Reading Proficiency: 78% Reading Learning Gains: 75% Reading Lowest 25%: 73% Math Proficiency: 80% Math Learning Gains: 84% Math Lowest 25%: 80% Algebra I EOC Proficiency: 96% AMO Reading: 78% of all students were proficient AMO Math: 81% of all students were proficient	

<b>Sharon Powers</b>		
Full-time / School-based	Years as Coach: 8	Years at Current School: 5
<b>Areas</b>	Reading/Literacy, Data, Other	
<b>Credentials</b>	Bachelor of Science English Education, Master of Science Instructional Design Certifications- 6-12 English, K-12 Media Specialist	
<b>Performance Record</b>	2012-2013 Hunter's Creek Middle School Grade A Reading Proficiency: 78% Reading Learning Gains: 75% Reading Lowest 25%: 73% Math Proficiency: 80% Math Learning Gains: 84% Math Lowest 25%: 80% Algebra I EOC Proficiency: 96% AMO Reading: 78% of all students were proficient AMO Math: 81% of all students were proficient	

**Classroom Teachers**

**# of classroom teachers**

62

**# receiving effective rating or higher**

56, 90%

**# Highly Qualified Teachers**

82%

**# certified in-field**

59, 95%

**# ESOL endorsed**

26, 42%

**# reading endorsed**

6, 10%

**# with advanced degrees**

26, 42%

**# National Board Certified**

5, 8%

**# first-year teachers**

3, 5%

**# with 1-5 years of experience**

23, 37%

**# with 6-14 years of experience**

24, 39%

**# with 15 or more years of experience**

16, 26%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

6

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

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 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 teams; 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 Lesson Study. Lesson Study will allow teachers the ability to focus on research lessons and developing best practices. Southern Region Education Board(SREB) Math Design Collaborative(MDC)/Literacy Design Collaborative(LDC) will be used as lesson study models.
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.
5. Professional Development that focuses on Southern Regional Education Board practices (MDC/ LDC). Teacher leaders will continue to participate in a train the trainer model with coaches provided by SREB.

### **Teacher Mentoring Program/Plan**

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

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers are assigned mentors based on subject area, grade level, and years of teaching experience. There will be monthly new teacher meetings, monthly mentee/mentor meetings, observations, and a new teacher portfolio.

Jordan Coley- Mentor Traci Trochinski  
 Jenny Rodriguez- Mentor Alison Nicosia  
 Devan Edgerton- Mentor Amy Pratt  
 Sean Ellingham- Mentor Tony Johnson  
 Vanessa Gray- Mentor Katharine Brown  
 Megan Sample- Mentor Shelley Daniels  
 Corey Ramsey- Mentor Athena Occhipinti  
 Cedrick Pollard-Mentor Wanda Berry  
 Mary Moore- Mentor Sharon Powers  
 Alexander Skodnik- Mentor Amy Pratt

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

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

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

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 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.

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

Amy McHale, Principal  
 Kevin Flanagan, Assistant Principal  
 Jill Trimble, Assistant Principal

Shedrick Copeland, Dean, 6th grade/7th grade A-L representative  
Brian Ursic, Dean, 7th grade M-Z, 8th grade representative  
Kelly Armstrong, Guidance Counselor, Co-Team Leader  
Annikki Merritt, Guidance Counselor, Co-Team Leader  
Wendy Ruff, Data expert (IMS Champion)  
Kellee Moye, Reading interventions  
Amy Pratt, Math interventions  
Junior Jn-Baptiste, Science interventions  
Classroom teachers

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

The MTSS leadership team will meet bi-weekly to review MTSS progress and make changes as necessary. Team members will monitor the amount of intervention requests being logged through SharePoint and will use this data to guide future decisions about the intervention process. Team members will request and review teacher developed data and make decisions on individual student tier needs.

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

Marzano's Art and Science of Teaching Framework – weekly classroom walkthroughs  
Read 180/Achieve 3000  
District Benchmark and Mini-Assessments  
Teacher-created common assessments by department/grade level  
Florida Assessments for Instruction in reading (FAIR)  
Oral Reading Fluency(ORF)  
My Access  
School-wide writing prompts  
Instructional Management Systems (IMS)  
Educational Data Warehouse(EDW)-testing results  
Student Management System(SMS)-behavior, attendance

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

The MTSS leadership team will provide professional development activities to train staff on the MTSS process, procedures, and resources. Information is disseminated also via Share Point, email, and posted on the Hunter's Creek Middle School Edmodo page.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 7,200

Students will have the opportunity to attend tutoring after school Monday through Thursday. 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 Purpose(s)**

- Instruction in core academic subjects

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

Tutoring teachers will keep records of regular attendance and use course grades, benchmark, and FCAT scores to determine effectiveness of tutoring time.

**Who is responsible for monitoring implementation of this strategy?**

Jill Trimble, Assistant Principal of Instruction

**Strategy:** Summer Program

**Minutes added to school year:** 80

Algebra Camp-Students will use computer based instruction with teacher facilitation in two week long review of algebra concepts. At the completion of the program students will re-take the Algebra EOC.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Computer based data will be collected and monitored. EOC scores will be compared.

**Who is responsible for monitoring implementation of this strategy?**

Jill Trimble, Assistant Principal

**Strategy:** Before or After School Program

**Minutes added to school year:** 60

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

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

**Who is responsible for monitoring implementation of this strategy?**

Kevin Flanagan, Assistant Principal

**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 Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

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

**Who is responsible for monitoring implementation of this strategy?**

Amy McHale, Principal

**Strategy:** Summer Program

**Minutes added to school year:** 40

ESOL summer enrichment program

**Strategy Purpose(s)**

""

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

Pre and post testing will be monitored by instructors. Comprehensive English Language Learning Assessment(CELLA) testing will be monitored by Curriculum Compliance Teacher(CCT).

**Who is responsible for monitoring implementation of this strategy?**

Elyse Dominguez, Curriculum Compliance Teacher

**Literacy Leadership Team (LLT)**

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

Name	Title
Amy McHale	Principal
Kevin Flanagan	Assistant Principal
Jill Trimble	Assistant Principal
Shedrick Copeland	Administrative Dean
Wendy Ruff	Curriculum Resource Teacher
Sharon Powers	Media Specialist
Katharine Brown	Language Arts PLC Leader
Kellee Moye	Reading PLC Leader
Tony Johnson	Social Studies PLC Leader
Junior Jn-Baptiste	Science PLC Leader
Amy Pratt	Math PLC Leader

**How the school-based LLT functions**

The LLT will meet on a monthly basis to plan school wide literacy activities. This includes professional development for teachers as well as activities to increase student engagement in the ongoing reading process. The LLT has representatives from each grade level to assist in discerning the reading needs of students at each grade level. The LLT also encompasses administration and instructional Support staff to serve as a support and communication system for teacher needs in order to increase student engagement in literacy. The LLT utilizes a plethora of testing data to monitor student reading progress and sets literacy goals as needed. The main goal of the LLT will be to increase the reading proficiency in all grade levels including specific subgroups.

**Major initiatives of the LLT**

The major initiative of the LLT will be to support integration of Common Core State Standards through the implementation of Literacy Design Collaborative(LDC) lessons across grade level and subject areas. LDC trained teachers will continue to meet with the LDC coach/trainer and leadership coach to ensure fidelity of implementation and receive coaching on training other teachers. The LDC PLC will meet bi-monthly and will report and agenda and notes to the principal and SREB.

### **Every Teacher Contributes to Reading Instruction**

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

The Reading Coach, Kellee Moye, will be providing training for all teachers on reading strategies across the curriculum. She will also be modeling and coaching with all teachers. Teachers participating in LDC will also be focused on implementing close reading strategies that lead to purposeful writing. Teacher lesson plans will be monitored for incorporation of reading strategies and lessons. Administration will request information on reading in the content area in PLC meetings.

### **College and Career Readiness**

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

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

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.

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

Guidance counselors meet with students during student choice session for future courses. All eighth graders are encouraged to participate in "Computing for College and Career" course.

#### **Strategies for improving student readiness for the public postsecondary level**



## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	78%	Yes	80%
American Indian				
Asian	87%	89%	Yes	88%
Black/African American	61%	69%	Yes	65%
Hispanic	73%	73%	Yes	75%
White	83%	84%	Yes	84%
English language learners	59%	48%	No	63%
Students with disabilities	40%	24%	No	46%
Economically disadvantaged	72%	72%	Yes	75%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	366	32%	38%
Students scoring at or above Achievement Level 4	489	43%	45%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	727	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	168	73%	78%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	70	63%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	37%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	48	43%	50%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	218	57%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	80%	No	83%
American Indian				
Asian	94%	98%	Yes	95%
Black/African American	63%	65%	Yes	67%
Hispanic	75%	73%	No	78%
White	87%	87%	Yes	88%
English language learners	62%	60%	No	66%
Students with disabilities	45%	37%	No	51%
Economically disadvantaged	76%	76%	Yes	78%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	348	32%	35%
Students scoring at or above Achievement Level 4	523	47%	50%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	809	84%	89%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	175	80%	85%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	321	98%	100%
Middle school performance on high school EOC and industry certifications	312	97%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	321	97%	100%
Students scoring at or above Achievement Level 4	212	66%	70%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	100%	100%
Students scoring at or above Achievement Level 4	63	100%	100%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	27%	30%
Students scoring at or above Achievement Level 4	149	38%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	400	35%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	160	14%	20%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	155	13%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		96%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	99	9%	5%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	9	0%	0%
Students who fail two or more courses in any subject	6	0%	0%
Students who receive two or more behavior referrals	40	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	46	4%	2%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

By June 2014, at least 90% of the parents at Hunter's Creek Middle School will participate in at least one school event.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
90% of Hunter's Creek Middle School parents will participate in at least one school event.	950	83%	90%

## Goals Summary

- G1.** Increase student engagement through implementation of Common Core State Standards using digital curriculum
- G2.** To close the White/Hispanic achievement gap by increasing achievement in the Hispanic subgroup.
- G3.** Increase rigor for high-performing students utilizing differentiated instruction.

## Goals Detail

**G1. Increase student engagement through implementation of Common Core State Standards using digital curriculum**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Devices (iPads) and Smartboard projector provided by the OCPS pilot

**Targeted Barriers to Achieving the Goal**

- Teacher readiness to implement digital curriculum
- Student and parent readiness to implement digital curriculum

## Plan to Monitor Progress Toward the Goal

Teacher observation and participation in professional development

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Observation data, teacher surveys

## G2. To close the White/Hispanic achievement gap by increasing achievement in the Hispanic subgroup.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Curriculum compliance teacher ELL Endorsed teachers

### Targeted Barriers to Achieving the Goal

- Students with limited English proficiency
- Students falling behind on their studies
- Student lack of engagement in schooling process

## Plan to Monitor Progress Toward the Goal

Check Certify/SRS reports

### Person or Persons Responsible

Amy McHale

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Error free Certify/SRS reports



**G3. Increase rigor for high-performing students utilizing differentiated instruction.****Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Inconsistent rigor for high-performing students due to lack of differentiated instruction.
- Inconsistent level of teacher understanding on how to teach and assess comprehension

**Plan to Monitor Progress Toward the Goal**

Discuss teacher data with PLC groups, examine benchmark/FCAT data

**Person or Persons Responsible**

Kevin Flanagan, Jill Trimble, Amy McHale

**Target Dates or Schedule:**

Once per nine weeks

**Evidence of Completion:**

Data tables and comparisons

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student engagement through implementation of Common Core State Standards using digital curriculum

**G1.B1** Teacher readiness to implement digital curriculum

**G1.B1.S1** Train teachers to implement digital curriculum with a focus on Common Core State Standards(CCSS) skills.

#### Action Step 1

Teacher training, modeling and coaching

#### Person or Persons Responsible

Orange County Public Schools digital pilot team, Kevin Flanagan

#### Target Dates or Schedule

Summer and bi-monthly

#### Evidence of Completion

Lesson plans, teacher observation

#### Facilitator:

Kevin Flanagan

#### Participants:

All staff

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

Teacher observation and participation in professional development

#### Person or Persons Responsible

Leadership team

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Observation data, teacher surveys

## Plan to Monitor Effectiveness of G1.B1.S1

Teacher observation and training participation

### Person or Persons Responsible

Kevin Flanagan

### Target Dates or Schedule

Weekly

### Evidence of Completion

Observation data and teacher surveys

## G1.B2 Student and parent readiness to implement digital curriculum

**G1.B2.S1** Students and parents will be trained to improve their utilization of digital curriculum resources to increase engagement.

### Action Step 1

Students and parents will be trained to use technology and digital curriculum to increase engagement

### Person or Persons Responsible

Kevin Flanagan

### Target Dates or Schedule

Orientation, Open House, meetings, collaborative websites

### Evidence of Completion

Lesson plans, meeting minutes

### Facilitator:

Kevin Flanagan

### Participants:

All students, participating parents

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

Parent/student emails and surveys

#### Person or Persons Responsible

Kevin Flanagan

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Results from emails and/or surveys

### Plan to Monitor Effectiveness of G1.B2.S1

The use of digital curriculum resources

#### Person or Persons Responsible

Kevin Flanagan

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Monitor digital curriculum resource reports for increased parent and student activity

## G2. To close the White/Hispanic achievement gap by increasing achievement in the Hispanic subgroup.

### G2.B1 Students with limited English proficiency

**G2.B1.S1** Ensure all ELL students are served through English Language Learners language arts course and/or reading course as needed.

#### Action Step 1

Ensure all incoming students are tested and placed according to individual needs

#### Person or Persons Responsible

Guidance counselors, Joley Dominguez Lozada

#### Target Dates or Schedule

Daily

#### Evidence of Completion

All ELL students properly scheduled into support courses.

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

Check Certify and SRS(State Reporting) reports for accuracy.

#### Person or Persons Responsible

Jill Trimble

#### Target Dates or Schedule

Survey 2 and Survey 3

#### Evidence of Completion

Error free Certify/SRS reports

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

Check Certify/SRS reports

#### Person or Persons Responsible

Jill Trimble

#### Target Dates or Schedule

Survey 2(October) and Survey 3 (February)

#### Evidence of Completion

Error free Certify/SRS reports

## G3. Increase rigor for high-performing students utilizing differentiated instruction.

### G3.B1 Inconsistent rigor for high-performing students due to lack of differentiated instruction.

**G3.B1.S1** Provide professional development and monitor use of teaching strategies that encourage differentiated instruction.

#### Action Step 1

Implement differentiated instruction lessons to increase rigor for high-performing students.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans, teacher observations

### **Action Step 2**

Professional development on writing lesson plans that include differentiated instruction and extension activities.

**Person or Persons Responsible**

Kevin Flanagan

**Target Dates or Schedule**

Third week of school and ongoing

**Evidence of Completion**

PLC minutes, teacher lesson plans

**Facilitator:**

Kevin Flanagan

**Participants:**

All teachers

### **Action Step 3**

Professional development on scaffolding activities and enrichment activities

**Person or Persons Responsible**

Wendy Ruff

**Target Dates or Schedule**

November

**Evidence of Completion**

PLC minutes, teacher observation

**Facilitator:**

Wendy Ruff

**Participants:**

All teachers

**Action Step 4**

Share and collaborate on ideas to differentiate instruction through their specific course

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

PLC meetings

**Evidence of Completion**

PLC minutes, lesson plans, teacher observations, peer observations

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

Attend PLC meetings and trainings, read and respond to PLC minutes

**Person or Persons Responsible**

Amy McHale, Kevin Flanagan, Jill Trimble

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Administrative discussion/agenda on differentiated instruction implementation

**Plan to Monitor Effectiveness of G3.B1.S1**

Attend PLC meetings and trainings, read and respond to PLC minutes

**Person or Persons Responsible**

Amy McHale, Kevin Flanagan, Jill Trimble

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Administrative discussion/agenda on differentiated instruction implementation and student achievement data



## Coordination and Integration

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

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

Title II Funds will be used to provide professional development opportunities including coaching through the Southern Regional Educational Board initiative, attendance at the annual Professional Learning Community conference, online course 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

### G1. Increase student engagement through implementation of Common Core State Standards using digital curriculum

#### G1.B1 Teacher readiness to implement digital curriculum

**G1.B1.S1** Train teachers to implement digital curriculum with a focus on Common Core State Standards(CCSS) skills.

#### PD Opportunity 1

Teacher training, modeling and coaching

##### Facilitator

Kevin Flanagan

##### Participants

All staff

##### Target Dates or Schedule

Summer and bi-monthly

##### Evidence of Completion

Lesson plans, teacher observation

**G1.B2 Student and parent readiness to implement digital curriculum**

**G1.B2.S1** Students and parents will be trained to improve their utilization of digital curriculum resources to increase engagement.

**PD Opportunity 1**

Students and parents will be trained to use technology and digital curriculum to increase engagement

**Facilitator**

Kevin Flanagan

**Participants**

All students, participating parents

**Target Dates or Schedule**

Orientation, Open House, meetings, collaborative websites

**Evidence of Completion**

Lesson plans, meeting minutes

**G3. Increase rigor for high-performing students utilizing differentiated instruction.**

**G3.B1** Inconsistent rigor for high-performing students due to lack of differentiated instruction.

**G3.B1.S1** Provide professional development and monitor use of teaching strategies that encourage differentiated instruction.

**PD Opportunity 1**

Professional development on writing lesson plans that include differentiated instruction and extension activities.

**Facilitator**

Kevin Flanagan

**Participants**

All teachers

**Target Dates or Schedule**

Third week of school and ongoing

**Evidence of Completion**

PLC minutes, teacher lesson plans

**PD Opportunity 2**

Professional development on scaffolding activities and enrichment activities

**Facilitator**

Wendy Ruff

**Participants**

All teachers

**Target Dates or Schedule**

November

**Evidence of Completion**

PLC minutes, teacher observation

## Appendix 2: Budget to Support School Improvement Goals