

Orange County Public Schools

# Hunters Creek Middle



2019-20 Schoolwide Improvement Plan

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# Hunters Creek Middle

13400 TOWN LOOP BLVD, Orlando, FL 32837

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

## Demographics

**Principal: Joumana Moukaddam**

Start Date for this Principal: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (73%) 2017-18: A (71%) 2016-17: A (72%) 2015-16: A (70%) 2014-15: A (78%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**School Board Approval**

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

**SIP Authority**

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

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

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

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

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

**Purpose and Outline of the SIP**

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

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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	55%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	A	A	A

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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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To be the top producer of successful students in the nation

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Moukaddam, Joumana	Principal	Joumana Moukaddam, Principal- focuses on overall instructional and intervention instructional practices throughout the school with an emphasis on Math, Safety and support departments.
Hernandez, Liesl	Assistant Principal	Liesl Hernandez, Assistant Principal (Digital Curriculum) - focuses on integration of technology into instructional practices throughout the school with an emphasis on Language Arts, Reading, Foreign Language and Technology electives.
Swain, Jessica	Assistant Principal	Jessica Swain, Assistant Principal - focuses on instructional practices throughout the school with an emphasis on Social Studies, Science, ESE, Fine Arts, and Physical Education electives.
Copeland, Shedrick	Dean	Shedrick Copeland, Dean, 8th grade - focuses on instructional practices within the science department and 8th grade level courses.
Golia, Dominic	Dean	Dominic Golia, Dean 7th Grade - focuses on instructional practices within the Language Arts department and 7th grade level courses.
Moye, Kellee	Instructional Media	Kellee Moye, Literacy Specialist - Focuses on reading and writing instructional practices to initiate and improve student literacy skills school-wide.

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	514	426	488	0	0	0	0	1428
Attendance below 90 percent	0	0	0	0	0	0	51	36	52	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	26	45	52	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	42	75	151	0	0	0	0	268
Level 1 on statewide assessment	0	0	0	0	0	0	126	99	83	0	0	0	0	308

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	48	67	90	0	0	0	0	205

**The number of students identified as retainees:**

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

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

419

**Date this data was collected or last updated**

Thursday 7/25/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	34	45	50	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	29	48	33	0	0	0	0	110
Course failure in ELA or Math	0	0	0	0	0	0	77	115	194	0	0	0	0	386
Level 1 on statewide assessment	0	0	0	0	0	0	97	113	107	0	0	0	0	317

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	66	74	108	0	0	0	0	248

**Prior Year - Updated**

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	34	45	50	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	29	48	33	0	0	0	0	110
Course failure in ELA or Math	0	0	0	0	0	0	77	115	194	0	0	0	0	386
Level 1 on statewide assessment	0	0	0	0	0	0	97	113	107	0	0	0	0	317

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	66	74	108	0	0	0	0	248

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	52%	54%	72%	52%	52%
ELA Learning Gains	64%	52%	54%	67%	53%	54%
ELA Lowest 25th Percentile	60%	45%	47%	54%	42%	44%
Math Achievement	81%	55%	58%	79%	53%	56%
Math Learning Gains	79%	55%	57%	72%	55%	57%
Math Lowest 25th Percentile	76%	50%	51%	66%	48%	50%
Science Achievement	67%	51%	51%	67%	49%	50%
Social Studies Achievement	75%	67%	72%	85%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	514 (0)	426 (0)	488 (0)	1428 (0)
Attendance below 90 percent	51 (34)	36 (45)	52 (50)	139 (129)
One or more suspensions	26 (29)	45 (48)	52 (33)	123 (110)
Course failure in ELA or Math	42 (77)	75 (115)	151 (194)	268 (386)
Level 1 on statewide assessment	126 (97)	99 (113)	83 (107)	308 (317)

### Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	52%	3%	54%	1%
	2018	58%	48%	10%	52%	6%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	56%	48%	8%	52%	4%
	2018	62%	48%	14%	51%	11%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
08	2019	66%	54%	12%	56%	10%
	2018	67%	55%	12%	58%	9%
Same Grade Comparison		-1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	43%	10%	55%	-2%
	2018	42%	35%	7%	52%	-10%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	75%	49%	26%	54%	21%
	2018	64%	51%	13%	54%	10%
Same Grade Comparison		11%				
Cohort Comparison		33%				
08	2019	74%	36%	38%	46%	28%
	2018	64%	32%	32%	45%	19%
Same Grade Comparison		10%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	61%	49%	12%	48%	13%
	2018	61%	49%	12%	50%	11%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	66%	4%	71%	-1%
2018	70%	66%	4%	71%	-1%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	63%	34%	61%	36%
2018	93%	61%	32%	62%	31%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	53%	43%	57%	39%
2018	97%	65%	32%	56%	41%
Compare		-1%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	36	38	45	54	48	29	29			
ELL	47	60	62	71	78	79	45	61	86		
ASN	82	73	64	93	90	62	84	96	99		
BLK	64	62	36	72	72	75	61	63	90		
HSP	60	62	60	75	77	76	59	68	88		
MUL	78	86		83	81		75		90		
WHT	73	65	63	89	81	80	76	84	88		
FRL	58	62	62	75	77	75	58	69	89		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	53	48	36	47	50	21	40	75		
ELL	45	62	63	57	62	57	38	57	91		
ASN	84	72	79	87	72	62	89	85	94		
BLK	58	57	55	65	57	69	44	74	87		
HSP	66	63	63	70	65	60	63	71	89		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
MUL	93	75		90	79		77	82	90		
WHT	79	67	57	83	74	74	77	83	90		
FRL	63	62	60	67	63	63	59	70	89		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	41	32	48	62	57	19	69	63		
ELL	43	61	54	58	68	58	32	65	91		
ASN	89	77	69	88	74	63	86	97	92		
BLK	61	57	44	64	66	64	55	72	88		
HSP	64	64	51	76	71	69	55	84	89		
MUL	86	77		87	78		85	87	92		
WHT	77	68	57	82	72	56	77	85	90		
FRL	62	62	53	73	69	62	53	81	88		

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	738
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

The lowest performance is in ELA proficiency (66%), learning gains (64%) and bottom 25% (60%). Last year, we had nine new ELA and Reading teachers. We also experienced an unusual ELL student mobility which is higher than previous years. The ELA data from previous years (2016-2018) was stagnant at 72% proficiency level.

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

The greatest decline from the prior year is in ELA proficiency (66%). Last year, we had nine new ELA and Reading teachers. We also experienced an unusual ELL student mobility which is higher than previous years. The ELA data from previous years (2016-2018) was stagnant at 72% proficiency level.

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

The HCMS student achievement scores are above state average in every component. The Civics data is the closest to the state average (+3%).

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

The most improvement is in the math achievement scores in math proficiency (81%), learning gains (79%) and bottom 25% (76%). We continue to provide targeted instructional interventions and individualized differentiated instruction in the math classes while providing tutoring opportunities.

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

From the EWS data, two potential areas of concern are: The 8th grade students course failures and ELA Level 1-7th grade students.

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

1. ELA Proficiency
2. ELA learning gains
3. ELA bottom 25%

- 4. Civics
- 5. Science

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Cultural Responsiveness
<b>Rationale</b>	To embed culturally responsive practices within instruction, student services, and parental involvement/interactions in order to positively impact student achievement and narrow the achievement gaps that exist between ELL students and White students in ELA (26% in 2019), and Math (3% in 2019).
<b>State the measurable outcome the school plans to achieve</b>	When the achievement gap between ELL and White students in ELA (26% in 2019) is narrowed to below 25%, the goal of narrowing the achievement gap for the 2019-2020 school term will be considered actualized. We will set a new goal to continue narrowing this gap once the initial goal has been reached.
<b>Person responsible for monitoring outcome</b>	Joumana Moukaddam (joumana.moukaddam@ocps.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1) Monthly progress monitoring meetings with initiative leads and quarterly reviews</li> <li>2) Provide actionable feedback on progress monitoring data</li> <li>3) Provide Culturally Responsive Training for Teachers</li> <li>4) Latinos in Action Program/Course</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1) Calculus Project - Students engaged in this program</li> <li>2) Restorative Justice - This program will support the plan by empowering students who have had discipline infractions the opportunity to make amends and to begin making better choices in the future, ultimately leading to their focus shifting to active participation in their daily learning experiences.</li> <li>3) Latinos in Action - This program will allow its participants to experience supporting younger students at elementary feeder schools with literacy skills, thereby leading to their own development of fluency.</li> <li>4) Culturally Responsive Instruction - Being aware of and responsive to students' cultural, experiences, etc. will lend to teachers being able to have a more intense focus on teaching standards and progress monitoring student performance.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Introduction to Culturally Responsive Instruction (10-8-19 Entire Staff)</li> <li>2. Culturally Responsive Teaching PD Session (10/8/19 Instructional Staff and Leadership Team)</li> <li>3. Select Teachers will attend the OCPS Culturally Responsive Training (on-going)</li> <li>4. Students and parents will be made aware of the mentoring schedule, and the scheduling of other community events; Mrs. Reyes will meet regularly with Mrs. Dominguez, Mrs. Moukaddam, School Counselors and Mrs. Hernandez to progress monitor, and plan activities.</li> <li>5. HCMS social media and newsletter will be used to share information about the program</li> </ol>
<b>Person Responsible</b>	Joumana Moukaddam (joumana.moukaddam@ocps.net)



<b>#2</b>	
<b>Title</b>	Focus on accelerated student learning in ELA
<b>Rationale</b>	<p>Close reading uncovers layers of meaning that lead to deep comprehension of a text. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and re-read deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. "Reading closely" means developing a deep understanding and a precise interpretation of a literary passage that is based first and foremost on the words themselves. A close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.</p>
<b>State the measurable outcome the school plans to achieve</b>	By June of 2019 – Our DPLC will implement professional development for our teachers which will increase proficiency in close reading, text dependent questions, and increase student accountable talk. By doing so, we will increase overall FSA proficiency to 75% as well as close the ELA proficiency achievement gap within the ELL subgroups by at least 3% (from 26% to 23%).
<b>Person responsible for monitoring outcome</b>	Liesl Hernandez (liesl.hernandez@ocps.net)
<b>Evidence-based Strategy</b>	<p>1) Through the District Professional Learning Community, a team of cross - curricular teachers will attend trainings that focus on goals that relate to the area of focus. These trainings will be throughout the year with the team being trained by experts in the field, then filtered down to the school-base site, then into classrooms. After each district training, a next-steps notetaker is completed by the DPLC team to implement. These next steps may include professional development, peer or guided observations, PLC collaborative activities, or any others that are created after the district training.</p> <p>2) Implement Florida State Standards-based instruction through facilitation of effective collaborative planning using content specific complex texts, standards-aligned tasks, rigorous discussions and evidence-based writing in all content areas in order to increase student achievement and close achievement gaps in relevant subgroups.</p>
<b>Rationale for Evidence-based Strategy</b>	Through implementing evidence-based strategies, the teacher leaders on the District Professional Learning Community team work together collaboratively for the academic year gaining the respect, trust and buy-in from the whole faculty. Since the DPLC team includes teachers from every subject area, the training on close reads and TDQs is consistent and shared readily during every PLC meeting. The close reads and TDQs are best instructional strategies that teachers (although at various skill levels) can use in their daily lessons to increase our students' literacy skills. The evidences allows us to assess the instructional literacy areas to find out which components that present challenges.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use close reading strategies and use content specific complex texts to develop text dependent questions.</li> <li>2. Teach strategies for participating in rigorous discussion and responding to text dependent questions.</li> <li>3. Plan and facilitate opportunities for students to select and use strategies for close reading, rigorous</li> </ol>

discussion and responding to text dependent questions.

4. Use strategies for building and sustaining high performing teams in order to support a culture of continuous improvement.
5. Utilize distributive leadership strategies to build sustainable teacher leadership.
6. Plan, implement, monitor and modify cycles of professional learning. Use strategies that increase collective efficacy and pedagogical expertise through processes around opening up classroom practice.
7. Use principles of responsive facilitation to support implementation of cycles of professional learning.
8. The leadership team with the support of the DPLC team will observe proper implementation of close reading strategies. In addition, the PLC's will become more proficient in writing text dependent questions. The leadership team will monitor the development of these questions during PLC meetings.
9. Text dependent questions will be part of what the leadership team and DPLC team monitors during instructional rounds. Leadership team members will observe more student collaborative talk during pop-in visits and while conducting informal and formal observations. This will be part of what the leadership team looks for during PLC planning as well.
10. Additional training and support will be given to teachers that need assistance as determined through class visits.

**Person Responsible** Liesl Hernandez (liesl.hernandez@ocps.net)

#### Additional Schoolwide Improvement Priorities (optional)

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

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

The school plans to engage the parents, families and other community stakeholders in multiple school activities and hosting various events such as: SAC meetings, Open House, Musical Concerts, Drama Performances, Multicultural Night, Sporting events, Technology Night, High School Curriculum Night, and Author's Visit night.

#### PFEP Link

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

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

Throughout the year subject area teachers across feeder patterns meet to align needs of students for the next level. School counselors from feeder patterns meet to discuss student needs for transition periods. Administrators meet with feeder pattern administrators once a month to ensure smooth transitions across the feeder pattern. School counselors and administrators visit feeder pattern schools to present opportunities and welcome students to transition school. School counselors meet one on one with incoming students to discuss scheduling. Elementary students and families are invited to the middle school campus to experience a tour and meet key stake holders. Parents and students are invited to attend Magnet Open House, Spring Open House, and New Student Orientation.

The high school sends representatives to meet with interest groups throughout the year. The community is invited to attend a community event hosted at a high school football game. The high school welcomes parents and students with an orientation in the fall. High school guidance counselors visit students at Hunter's Creek MS to design schedules and answer questions.

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

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. HCMS has an MTSS system put in place for the 2019-2020 school year with additional professional development and district resources/support for the MTSS process.

Professional development opportunities will be provided including needs based instructional practice training, 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 and annual ELL Conference.

An inventory of resources is maintained through Canvas, Google shared drives, and school-based Share Point sites. Allison Nicosia, Instructional Coach, is responsible for ensuring that resources are maintained and updated as needed.

**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.**

School counselors meet individually 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.

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

In order to advance college and career awareness, HCMS holds a High School Parent night to present information on rigorous Math, Science, Spanish and Technology curriculum. Teacher leaders clearly

explain the pathway that students can follow in high school and in college to pursue specific college and career aspirations.