Hunters Creek Middle

2021-22 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: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (73%) 2017-18: A (71%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Moukaddam, Joumana	Principal	Joumana Moukaddam, Principal (Digital Curriculum) - focuses on integration of technology into instructional practices and on overall instructional and intervention instructional practices throughout the school with an emphasis on Math, Fine Arts and Safety and support departments.
Sims, Nicole	Assistant Principal	Nicole Sims, Assistant Principal - focuses on instructional practices throughout the school with emphasis on Science, Social Studies, Foreign Language and Technology electives.
Connell, Andrew	Assistant Principal	Andrew Connell, Assistant Principal - focuses on instructional practices throughout the school with an emphasis on Language Arts, Reading, ESOL, ESE and Physical Education electives.
Carter, Joquetta	Dean	Joquetta Carter, Dean, 7th & 8th grade - Oversees 7th Grade (A-L) and 8th Grade Discipline, Grade Level Meetings and Conferences.Supports MTSS Behavior initiatives. Maintains progress monitoring behavioral and academic data records for at risk students.
Golia, Dominic	Dean	Dominic Golia, Dean 6th & 7th Grade - Oversees 6th & 7th (M-Z) Grade Discipline, Grade Level Meetings and Conferences. Supports MTSS Behavior initiatives. Maintains progress monitoring behavioral and academic data records for at risk students.
Moye, Kellee	Instructional Media	Kelle Moye, Literacy Specialist - Focuses on reading and writing instructional practices to initiate and improve student literacy skills school-wide.
Armstrong, Kelly	School Counselor	Kelly Armstrong, School Counselor, 7th & 8th Grade-Responsible for all guidance functions for grade level. Conferences individually with grade level students as needed. Maintain a progress monitoring academic and behavior data records for all 7th (A-L) & 8th grade level students.
Shah, Sejal	School Counselor	Sejal Shah, School Counselor, ESE & 504 -Responsible for all guidance functions for grade level. Conferences individually with ESE & 504 students as needed. Maintain a progress monitoring academic and behavior data records for all ESE & 504 grade level students.
Merritt, Annikki	School Counselor	Annikki Merritt, School Counselor, 6th &7th Grade-Responsible for all guidance functions for grade level. Conferences individually with grade level students as needed. Maintain a progress monitoring academic and behavior data records for all 6th & 7th (L-M) grade level students.
Dominguez Lozada, Elyse	ELL Compliance Specialist	Dominguez, Joley, ESOL Compliance Specialist- ESOL Department Head. Serves as Liaison between school, district, area and parents for ELL

Name	Position Title	Job Duties and Responsibilities
		students. Monitor Student Progress/Develop ANI's for all students in academic needs and makes referrals to MTSS Coordinator. Two-Way Dual Language Magnet Program Coordinator.
Epifano, Penelope	Staffing Specialist	Epifano, Penelope- ESE Staffing Specialist Coordinates with school staff, District Staffing Specialists (DSS), school and/or district administrators, itinerant teachers, evaluators, relative services providers, families and parent representatives (advocates and/or attorneys) to convene all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Response to Intervention Tier 3- Education Planning Team (EPT) meetings at the school.
Godwin, Karen	Instructional Coach	Godwin, Karen-MTSS Coordinator- Coordinates Multi-Tier System of Supports (MTSS) Process. Provides Push-In Support for Tier II and Tier III students in ELA and Math.Creates School-wide Data Reports to share with the leadership team and faculty for progress monitoring.
Angoy, Robin	Other	Angoy, Robin-SAFE Coordinator- Plans and implements programs designed to reduce school violence and to engage students in appropriate behaviors and activities that promote character and facilitate academic growth.

Demographic Information

Principal start date
Wednesday 8/1/2018, Joumana Moukaddam

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
18

Total number of teacher positions allocated to the school
64

Total number of students enrolled at the school
1,135

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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	371	367	396	0	0	0	0	1134
Attendance below 90 percent	0	0	0	0	0	0	31	25	31	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	18	39	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	7	8	30	0	0	0	0	45
Course failure in Math	0	0	0	0	0	0	5	5	42	0	0	0	0	52
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	52	71	0	0	0	0	166
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	29	49	57	0	0	0	0	135
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	3	18	0	0	0	0	21

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	23	44	79	0	0	0	0	146

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 7/27/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	416	418	472	0	0	0	0	1306
Attendance below 90 percent	0	0	0	0	0	0	33	17	24	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	4	36	50	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	10	28	54	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	10	51	57	0	0	0	0	118
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	80	91	0	0	0	0	238
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	69	55	0	0	0	0	188

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	57	80	83	0	0	0	0	220

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	416	418	472	0	0	0	0	1306
Attendance below 90 percent	0	0	0	0	0	0	33	17	24	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	4	36	50	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	10	28	54	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	10	51	57	0	0	0	0	118
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	80	91	0	0	0	0	238
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	69	55	0	0	0	0	188

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	57	80	83	0	0	0	0	220

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	52%	54%	72%	52%	53%
ELA Learning Gains				64%	52%	54%	65%	50%	54%
ELA Lowest 25th Percentile				60%	45%	47%	62%	42%	47%
Math Achievement				81%	55%	58%	76%	53%	58%
Math Learning Gains				79%	55%	57%	68%	51%	57%
Math Lowest 25th Percentile				76%	50%	51%	64%	44%	51%
Science Achievement				67%	51%	51%	69%	51%	52%
Social Studies Achievement				75%	67%	72%	77%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	52%	3%	54%	1%
Cohort Comparison						
07	2021					
	2019	56%	48%	8%	52%	4%
Cohort Comparison		-55%				
08	2021					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	43%	10%	55%	-2%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	75%	49%	26%	54%	21%
Cohort Comparison		-53%				
08	2021					
	2019	74%	36%	38%	46%	28%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	61%	49%	12%	48%	13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	66%	4%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	53%	43%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The following progress monitoring tools were used to compile the data below:

6th
i-Ready Reading Diagnostic (Fall, Winter and Spring)
i-Ready Math Diagnostic (Fall, Winter and Spring)

7th
i-Ready Reading Diagnostic (Fall, Winter and Spring)
i-Ready Math Diagnostic (Fall, Winter and Spring)
OCPS Civics PMA (Fall, Winter and Spring)

8th
i-Ready Reading Diagnostic (Fall, Winter and Spring)
i-Ready Math Diagnostic (Fall, Winter and Spring)
OCPS Science Grade 8 PMA (Fall, Winter and Spring)

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	30	33	39
	Economically Disadvantaged	25	29	34
	Students With Disabilities	4	8	4
	English Language Learners	18	24	24
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	17	25	33
	Economically Disadvantaged	12	16	27
	Students With Disabilities	0	0	13
	English Language Learners	13	16	24

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	33	34
	Economically Disadvantaged	21	25	25
	Students With Disabilities	0	0	4
	English Language Learners	10	16	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	9	13
	Economically Disadvantaged	1	7	10
	Students With Disabilities	0	4	0
	English Language Learners	1	9	13
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	54	61	62
	Economically Disadvantaged	46	53	55
	Students With Disabilities	30	39	30
	English Language Learners	38	50	51

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	33	35
	Economically Disadvantaged	20	27	27
	Students With Disabilities	4	4	4
	English Language Learners	10	14	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	2	5
	Economically Disadvantaged	1	2	4
	Students With Disabilities	0	0	0
	English Language Learners	2	1	7
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	38	50	58
	Economically Disadvantaged	26	40	52
	Students With Disabilities	10	18	30
	English Language Learners	19	33	41

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	34	24	28	49	47	15	38			
ELL	41	59	56	56	60	57	42	47	75		
ASN	86	79		96	83		86	90	95		
BLK	69	58		63	46	55	68	60	68		
HSP	50	57	50	60	59	56	49	57	77		
MUL	69	92		88	77						
WHT	70	60	56	77	64	48	75	72	83		
FRL	51	55	47	60	59	57	52	53	74		
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		

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
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		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
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	63
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	88
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	61
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	58
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	68
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

It seems that the sixth grade data is declining in both ELA and Math year after year. The SWD have not reached 41% proficiency level in both ELA and Math for last year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The Civics achievement component showed the greatest decline from 2018-2019.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The factors that contributed to this decline were the need for structured data monitoring, interventions and testing. Time frames specified in the scope and sequence for Civics need to be followed in order to allow the structured time needed for targeted reteaching and review of standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed the most improvement was math achievement learning gains and bottom 25%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Targeted instructional interventions along with individualized, differentiated instruction and tutoring opportunities led to this improvement.

What strategies will need to be implemented in order to accelerate learning?

We need to provide a more structured targeted monitoring of our MTSS and optimize the learning to help students grow even more exponentially by creating high expectations, engaging assignments and high parental involvement/communication.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school are:
1) SEL Training
2) MTSS
3) ESE and ESOL Interventions
4) Emotional Intelligence

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability, we will continue to closely monitor the proficiency of our SWD's across all content areas throughout the year, increase the attendance rate of students by building stronger relationships with our families and decrease the number of students who are suspended.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially and emotionally. Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Threat Assessments: 31 assessments conducted Attendance below 90%: 87 students One or more suspensions: 57 students
Measurable Outcome:	There are 3 specific measurable outcomes we plan to achieve: 1) Reducing the number of threat assessments by 3% (goal = 30) 2) Reducing the number of students whose attendance is below 90% by 3% (goal = 84) 3) Reducing the number of students with one or more suspensions by 3% (goal = 56)
Monitoring:	Through distributive leadership, we will monitor the desired outcome by conducting biweekly meetings with the stakeholders to examine the data and discuss the individual student interventions. The Principal will hold weekly meetings with the Leadership Team who in turn will discuss the qualitative data gathered from the students, staff and parents. Next action steps and assignments for the responsible team member will be an ongoing process to reach the desired outcome with the various "AT Risk" students.
Person responsible for monitoring outcome:	Joumana Moukaddam (joumana.moukaddam@ocps.net)
Evidence-based Strategy:	Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies and deliberate school supports for families. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training opportunities for safe practice and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs and family needs.
Rationale for Evidence-based Strategy:	Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional and academic development of every student.
Action Steps to Implement	

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices. Leadership team members meet to identify existing systems and initiatives that support our SEL goal as well as how our systems will be revised to ensure we meet our goal.

Person Responsible   Joumana Moukaddam (joumana.moukaddam@ocps.net)

Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning. (SEL SIP Goal Overview Professional Development facilitated by SELL School Team to ensure teachers understand the plan and expectations for implementation and monitoring)

Person Responsible   Kellee Moye (kellee.moye@ocps.net)

Evaluate the impact of cycles of professional learning on improvement efforts. Assistant Principals Sims and Connell will create a staff survey to gather information on staff perceptions and ideas about our SEL goal initiatives and submit to Principal for approval.

Person Responsible   Nicole Sims (nicole.sims@ocps.net)

Monitor, measure and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture. Administer a quarterly staff and student survey to gather information on staff perceptions and ideas about our SEL goal initiatives. Report results to teachers at monthly faculty meetings.

Person Responsible   Sejal Shah (sejal.shah@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The Every Student Succeeds Act SWD subgroup will be our area of focus because our 2019 data indicates that our SWD's are underperforming. Our ESSA federal percent of points index was 37%, 4% below the required 41%. This data indicates targeted support and monitoring is needed to increase the academic outcomes of our SWD's.
Measurable Outcome:	As a result of implementing our evidence-based strategy for this area of focus, we will earn a 41% on the 2021 ESSA federal percent of points index.
Monitoring:	A multi-tiered support system/response to instruction and intervention will be implemented for this Area of Focus.
Person responsible for monitoring outcome:	Andrew Connell (andrew.connell@ocps.net)
Evidence-based Strategy:	MTSS is evidence-based, providing us the structure to support our students with disabilities when they are not making adequate progress.
Rationale for Evidence-based Strategy:	MTSS is approved by the Florida Department of Education and OCPS.

Action Steps to Implement

1. Staffing Specialist Epifano and AP Connell, will meet to review 2019 ESSA data, establish achievement goals and identify how our existing MTSS supports our students with disabilities (SWD's). (July 22 – Connell)

Person Responsible	Andrew Connell (andrew.connell@ocps.net)

2. Staffing Specialist Epifano will identify our SWD's and compliance priorities. (By July 31st – Connell)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

3. Staffing Specialist Epifano will update our data spreadsheet showing each SWD's latest achievement data including FSA and i-Ready scores. (By August 7th – Connell)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

4. Staffing Specialist Epifano will categorize our SWD's into four groups depending on latest reading and math achievement data: (1) SWD's who are performing on grade level (2) SWD's who are one year below grade level; (3) SWD's who are two years below grade level; (4) SWD's who are three or more years below grade level. (By August 7th – Connell)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

5. MTSS Coach Godwin will update the MTSS spreadsheet and create a tab that shows our SWD's who are currently receiving Tier 2 and/or Tier 3 interventions above and beyond the services listed on the student's IEP. (By August 16th – Moukaddam)

| **Person Responsible** | Karen Godwin (karen.navarro@ocps.net) |

6. Staffing Specialist Epifano will ensure teachers who are assigned to teach SWD's receive a copy of their students' IEP's and accommodation pages as well as SWD's latest achievement data. (By 2nd day of teacher pre-planning – Connell)

| **Person Responsible** | Penelope Epifano (penelope.epifano@ocps.net) |

7. Staffing Specialist Epifano and ESOL CT Dominguez will facilitate an Accommodations overview PD session. (By 4th day of teacher pre-planning – Connell)

| **Person Responsible** | Andrew Connell (andrew.connell@ocps.net) |

8. Teachers will review their students' IEP's and accommodation pages. (Before the first day of school – Connell)

| **Person Responsible** | [no one identified] |

9. Staffing Specialist Epifano will provide a follow up session on Supporting the Achievement of our SWD's. (By the first week in September – Connell)

| **Person Responsible** | Penelope Epifano (penelope.epifano@ocps.net) |

10. Staffing Specialist Epifano and the ESE teachers will be available to provide teachers support in serving our SWD's. (Daily until the end of the year – Connell)

| **Person Responsible** | Penelope Epifano (penelope.epifano@ocps.net) |

11. ESE Teachers will attend PLC meetings with the General Education teachers to plan instruction, share, and analyze data. (Weekly until the end of the year – Connell/Moukaddam)

| **Person Responsible** | [no one identified] |

12. Teachers administer the Beginning of the Year i-Ready Reading and Math diagnostic. (District Testing Calendar – Nicosia)

| **Person Responsible** | Allison Nicosia (allison.nicosia@ocps.net) |

13. Teachers, Staffing Specialist and MTSS Coach analyze i-Ready data for all students, including our SWD's. (Immediately after BOY i-Ready Diagnostic administration – Admin)

| **Person Responsible** | Karen Godwin (karen.navarro@ocps.net) |

14. Teachers plan for Tier 2 small group interventions and data collection based on SWD's needs. (Immediately after BOY i-Ready Diagnostic administration – Nicosia and Admin)

| **Person Responsible** | [no one identified] |

15. ESE Teachers, Staffing Specialist, and MTSS Coach Godwin plan for Tier 3 interventions and data collection based on SWD's needs. (Immediately after BOY i-Ready Diagnostic administration – Admin)

| **Person Responsible** | Karen Godwin (karen.navarro@ocps.net) |

16. Teachers provide Tier 2 interventions to SWD's based on need, assess effectiveness of the intervention, and maintain a graphic representation of the data. (Daily until the end of the year – Godwin)

| **Person Responsible** | Karen Godwin (karen.navarro@ocps.net) |

17. ESE Teachers and MTSS Coach provide Tier 3 interventions to SWD's based on need, assess effectiveness of the intervention and maintain a graphic representation of the data. (Weekly until the end of the year – Admin)

| **Person Responsible** | [no one identified] |

18. Teachers monitor i-Ready usage data weekly and make instructional adjustments as needed. (Weekly until the end of the year – Admin)

| **Person Responsible** | [no one identified] |

19. AP Connell monitors SWD's i-Ready usage data weekly and provides updates to teachers and leadership team. (Weekly until the end of the year – Moukaddam)

| **Person Responsible** | [no one identified] |

20. AP Connell will lead a weekly meeting with the ESE team members to discuss SWD's progress. (Weekly until the end of the year – Admin)

| **Person Responsible** | Penelope Epifano (penelope.epifano@ocps.net) |

21. AP Connell, Staffing Specialist Epifano, and the ESE teachers will meet with MTSS Coach Godwin to discuss interventions and progress of our SWD's. (Bi-weekly until the end of the year – Admin)

| **Person Responsible** | Karen Godwin (karen.navarro@ocps.net) |

22. AP Connell, Staffing Specialist Epifano, and the ESE Teachers will participate in the monthly MTSS meetings led by MTSS Coach Godwin. (Monthly until the end of the year – Moukaddam)

| **Person Responsible** | Joumana Moukaddam (joumana.moukaddam@ocps.net) |

23. Staffing Specialist Epifano will provide weekly update regarding ESE services, ESE compliance, and SWD's achievement at our weekly leadership team meeting led by Principal Moukaddam. (Weekly until the end of the year – Admin)

| **Person Responsible** | Penelope Epifano (penelope.epifano@ocps.net) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Hunter's Creek Middle School (HCMS) discipline data does not match that of SafeSchoolsforAlex.org discipline data. HCMS comes in at 2.6% as opposed to 3.07% on the SafeSchoolsforAlex.org site.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1) Joumana Moukaddam, Nicole Sims and Glenna Wyatt consistently meet with the teachers and PLC's to provide support, listen to concerns and offer guidance.
2) SEL School Team: Kellee Moye, Shannon Rokaw, Linda Rasmussen, Kayla Enion, Sejal Shah and Joumana Moukaddam, plan and implement SEL PD's and activities on campus. (Move into intentionally implementing SEL strategies as a daily routine)
3) Sejal Shah - Counseling groups, Character Lab and helping with SAFE
4) Diane LaRouche - Goes into Learning Strategies classes and does Mindful Mondays
5) All Departments - Plan Family nights! (1 per quarter: Literacy, STEM, SEL, Arts)
6) Kayla Ennion - Kindness Club
7) PE Teachers - Weekly Mental Health lessons
8) SEL School Team - Set up a Zen Room
9) Phoenicia Wright, Sejal Shah and Laura Hermida - Teacher Self Care and Wellness
10) Karen Godwin - School-wide Positive Behavior Intervention System (PBIS)

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	**$0.00**