Hunters Creek Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Hunters Creek Middle

13400 TOWN LOOP BLVD, Orlando, FL 32837

https://hunterscreekms.ocps.net/

SIP Authority

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

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

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

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
Moukaddam, Joumana	Principal	Accountable for the Total School Program - School Board Policy Budget Allocations and Expenditures Internal Accounts Receipts and Expenditures School Advisory Council (SAC), School Site Strategic Planning and School Improvement Plan Development Supervise Curriculum, Instruction and Extracurricular Program Employment, Assignment and Supervision of Instructional and Non-instructional Personnel Curriculum Development, Program Planning, Assessment and Evaluation School Supervision School-Community Relations
Vereen, Debra	Assistant Principal	The Assistant Principals are responsible to assist the PRINCIPAL, as directed, in managing the school and the human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. They report directly to the school Principal.
Carter, Joquetta	Dean	To assist the Principal with providing an educational atmosphere which promotes student learning, student achievement, student discipline, safety and technology enhancements. Implements School Board policies designed to maintain proper student discipline.
Golia, Dominic	Dean	To assist the Principal with providing an educational atmosphere which promotes student learning, student achievement, student discipline, safety and technology enhancements. Implements School Board policies designed to maintain proper student discipline.
Armstrong, Kelly	School Counselor	To provide students with educational, emotional and social stability through a comprehensive school counseling program. Works with assisting students to achieve their highest potential in a safe learning environment.
Merritt, Annikki	School Counselor	To provide students with educational, emotional and social stability through a comprehensive school counseling program. Works with assisting students to achieve their highest potential in a safe learning environment.
Dominguez Lozada, Elyse	ELL Compliance Specialist	Principal's School Publication Translator Serves as Liaison between school, district, area and parents for ELL students ELL Chairperson as Principal's Designee Two-Way Dual Language Magnet Program Coordinator ESOL Department Head Liaison with School Choice Office Oversees completion of Annual Magnet Program Review Assists in enrollment of possible ELL and TWDL students

Name	Position Title	Job Duties and Responsibilities
		Reviews enrollment forms for completion of Home Language Survey Assists in the arrangement for TWDL language proficiency testing Reviews and updates Student Cumulative Folders and ELL Plan folders Ensures that 130 FTE code is reflected on LY student schedules Responsible for ELL data entry Analyzes drop-out data for LY and LF students Analyzes standardized test results
Moye, Kellee	Instructional Media	Facilitates access to information and resources within the library. Curates collections, develops educational programs, manages databases, and oversees library staff. Supports learning, research, and exploration for teachers and students.
Godwin, Karen	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.
Nicosia, Allison	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.

Stakeholder Involvement and SIP Development

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

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

Family and stakeholder engagement is critical to developing a schoolwide school improvement plan. A diverse group of teachers and staff and families/parent leaders (including parents of English Learners and students with disabilities) will provide input on the development of the schoolwide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the schoolwide plan based on input from HCMS teachers and staff, and families/parents and students.

1. Hunter's Creek Middle School will prepare a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by gaining information from Panorama and other parent surveys, SAC, PTSA and PLC meetings

2. Hunter's Creek Middle School will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by posting it to our website and Facebook page and posting in our front lobby

for them to review.

3. Hunter's Creek Middle School will provide parents of participating students information about programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by Open House power point, plan posted in lobby, SAC, PTSA and PLC meetings, parent conferences and emails and letters home.

4. The school will provide assistance to parents of students served by the school, as appropriate, in understanding the following topics:

• The state's academic content standards
• The state and local academic assessments
• How to monitor their child's progress
• How to work with educators

5. Hunter's Creek Middle School teachers, support personnel and HCMS school leaders will have a plan in place to reach out to, communicate, and work with parents, as equal partners, to build ties between the parents and the school by setting the beginning of the year expectations and during the year through the work of the Professional Learning Communities.

6. Hunter's Creek Middle School will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, in a language the parents can understand by:
• Emails sent home
• Facebook posts
• Website posts
• School Newsletter
• Messenger messages
• Talking Points App

7. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:
• Parent survey
• Teachers and Staff survey
• Student survey
• SAC, PTSA and PLC meetings
• Parent volunteers input

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

The team leader serves the department in their trained area of expertise. The Professional Learning Community (PLC) department collaborative teams meet monthly during a Wednesday afternoon. During these meetings, the facilitators discuss curriculum/standards, pacing guides, and disseminate information. The individual grade level PLC's meet each week during teacher planning and collaborate to plan lessons, create common assessments and examine student progress data, making instructional changes to positively impact student learning.

In addition, the non-classroom instructional personnel support the MTSS process by targeting academic

goals in reading, math, writing, and science, and closely addressing student attendance and suspension rates. The school-based leaders work collaboratively to define and analyze needed student support to develop and implement strategies/interventions to assure improvement in specific areas to increase student achievement. A school-wide data meeting is conducted on the fourth Monday of the month to disseminate information on student academic progress, attendance, and discipline. Key leadership team members serve on the MTSS Intervention Assistance Team, and conduct detailed examination of academic, attendance and behavioral data, continually problem solving with the grade level academic professional learning communities monthly.

The principal and assistant principals provide a monthly update to the faculty and staff through a faculty meeting, emails and meetings. The same information is shared with parents and stakeholders at the monthly SAC and PTSA meetings and through our biweekly school newsletter. Stakeholders are given the opportunity to discuss the outcomes and provide feedback on the next steps within our school improvement plan.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	54%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	59	80	69	208
One or more suspensions	0	0	0	0	0	0	1	25	30	56
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	3	4
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	69	114	103	286
Level 1 on statewide Math assessment	0	0	0	0	0	0	68	45	59	172
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	60	63	70	193

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	77	83	89	249
One or more suspensions	0	0	0	0	0	0	2	20	13	35
Course failure in ELA	0	0	0	0	0	0	1	2	5	8
Course failure in Math	0	0	0	0	0	0	0	4	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	72	96	250
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	42	72	203
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	112	108	107	327

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	73	50	79	202

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	77	83	89	249
One or more suspensions	0	0	0	0	0	0	2	20	13	35
Course failure in ELA	0	0	0	0	0	0	1	2	5	8
Course failure in Math	0	0	0	0	0	0	0	4	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	72	96	250
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	42	72	203
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	112	108	107	327

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	73	50	79	202

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	48	49	60	49	50	58		
ELA Learning Gains				55			60		
ELA Lowest 25th Percentile				46			51		
Math Achievement*	76	57	56	74	36	36	67		
Math Learning Gains				77			62		
Math Lowest 25th Percentile				79			55		
Science Achievement*	61	53	49	57	55	53	60		
Social Studies Achievement*	71	64	68	75	61	58	62		
Middle School Acceleration	89	77	73	78	52	49	81		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	52	43	40	61	79	76	63		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	662
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	58			
AMI				
ASN	94			
BLK	68			
HSP	64			
MUL	72			
PAC				
WHT	81			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	57			
AMI				
ASN	91			
BLK	67			
HSP	63			
MUL	67			
PAC				
WHT	71			
FRL	62			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			76			61	71	89			52
SWD	17			39			28	22	36		5	
ELL	43			67			39	57	90		6	52
AMI												
ASN	89			97			86	100	97		5	
BLK	64			73			62	67	74		5	
HSP	52			72			52	67	87		6	51
MUL	59			76			70	70	83		5	
PAC												
WHT	71			85			79	75	94		5	
FRL	56			71			51	66	85		6	53

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	60	55	46	74	77	79	57	75	78			61
SWD	19	40	40	49	67	71	25	40				
ELL	45	51	41	61	73	77	37	53	69			61
AMI												
ASN	89	76		98	91		89	96	95			
BLK	59	50	64	79	76	80	44	90	64			
HSP	54	53	44	70	75	77	49	66	76			61
MUL	71	63		67	65							
PAC												
WHT	70	55	45	82	82	85	71	89	77			50
FRL	55	52	46	69	76	80	54	68	73			50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	58	60	51	67	62	55	60	62	81			63
SWD	19	34	24	28	49	47	15	38				50
ELL	41	59	56	56	60	57	42	47	75			63
AMI												
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			60
MUL	69	92		88	77							
PAC												
WHT	70	60	56	77	64	48	75	72	83			78
FRL	51	55	47	60	59	57	52	53	74			56

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	53%	45%	8%	47%	6%
08	2023 - Spring	54%	46%	8%	47%	7%
06	2023 - Spring	47%	44%	3%	47%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	72%	53%	19%	54%	18%
07	2023 - Spring	41%	38%	3%	48%	-7%
08	2023 - Spring	76%	58%	18%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	57%	50%	7%	44%	13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	47%	48%	50%	45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	45%	53%	48%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	61%	2%	66%	-3%

III. Planning for Improvement

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

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

The trend for the ELA data over the past five years has decreased by 17 percentage points. This is due to an increase in ELL student enrollment who lack the language proficiency requiring specific focused interventions to help them reach proficiency in ELA. Between 2022 and 2023 ELA proficiency scores decreased by 5% due to the increase of 1% in ESE and 6% in our ELL populations.

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

For school wide data, the largest year to year decrease occurred in ELA. Students performing at or above
grade level fell from 60% to 55% from 2022 to 2023.

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 greatest gap was in 7th grade math which was 7%. The contributing factor may have been that many of 7th students who are performing at or above grade level are enrolled in Algebra I Honors.

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

6th grade math showed the greatest improvement with an 18 percentage point gain from 54 to 72 percent proficiency. The hire of two new highly qualified math teachers contributed to this achievement gain.

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

The most significant areas of concern are the attendance of our current 8th grade students and their FAST achievement as reported on the 2022-23 EWS report. This group had 80 absences and 114 students scoring at Level 1 on the statewide ELA assessment during their 7th grade year.

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

Use strategies for building and sustaining high performing teams in order to support a
culture of continuous improvement.
Utilize distributive leadership strategies to build sustainable teacher leadership.
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.
Use principles of responsive facilitation to support implementation of cycles of professional
learning.

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

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

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

In order to establish a positive school culture and climate, Hunters Creek Middle School is engaging in ongoing, district-wide professional learning on leveraging life skills as well as leadership opportunities for student success (Latinos in Action, Student Government Association, Literacy Leadership Student Group, and National Jr. Honor Society).

The School counselling team attends Resiliency Training to better serve our student population. The Student Services Team, which includes a mental health designee, School Counselors, Safe Coordinator, Social Worker, School Psychologist, ESE Staffing Specialist meets consistently throughout the year to discuss student services provided to fill the needs of all students . 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. Our 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 the implementation of the PBIS program and school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success.

These efforts are important to build a positive connections with students and families to value education and reduce absenteeism.

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

Reduce the total of absences of 10% or more days from 208 to 150 students out of 1117, which would be a decrease of 19% to 13%.
By June of 2024, at least 58% of all students at Hunters Creek Middle Schools will achieve proficiency on the FAST 3.
On the Panorama Survey in the area of Sense of Belonging the positivity rating will increase from 34% to 50%.

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

-Classroom Visits to monitor instructional practices
-Leadership Team participation in PLC's
-Monthly STAT(DTAT) meetings
-Monitoring referrals counts received by mental health team
-Monitoring Discipline referrals for counts, levels, codes
-Monitoring Panorama data for students, families and staff
-Monitoring Thought Exchange data
-Listening to stakeholder suggestions during monthly SAC and PTSA meetings

Person responsible for monitoring outcome:

Joumana Moukaddam (joumana.moukaddam@ocps.net)

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

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

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

The trend for the ELA data over the past five years has decreased by 17 percentage points. This is due to an increase in ELL student enrollment who lack the language proficiency requiring specific focused interventions to help them reach proficiency in ELA. Between 2022 and 2023 ELA proficiency scores decreased by 5% due to the increase of 1% in ESE and 6% in our ELL populations.

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

By June of 2024, at least 58% of all students at Hunters Creek Middle Schools will achieve proficiency on the FAST 3.

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

-Classroom Visits to monitor instructional practices
-Leadership Team participation in PLCs
-Monitoring iReady Data for students within Intensive Reading Classes
-Monitoring MTSS Data for students who have Reading Interventions
-Analyzing the FAST Data for each testing window

Person responsible for monitoring outcome:

Debra Vereen (debra.vereen@ocps.net)

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

-On-going Professional Development on B.E.S.T Standards
-Coaching and Mentoring New Teachers
-In-class tiered Interventions, to include the rotational model
-Increased focus on Literacy including a School-Wide Word of the Day, and efforts
to increase Media Center Circulation
-Systemic, ongoing MTSS Interventions
-Progress Data Monitoring

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

The Leadership Team has decided to use the above mentioned strategies to lend to
ensuring that all students find success (proficiency) in classes as well
as on the FAST Assessment.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Classroom visits to monitor instructional practices according to the Marzano Framework and Instructional Evaluation Calendar
MTSS Process
Data Monitoring

Person Responsible: Debra Vereen (debra.vereen@ocps.net)

By When: June 2024

Monitor instructional practices and student performance in ELA, Reading, Civics, and Science classes.

Person Responsible: Debra Vereen (debra.vereen@ocps.net)

By When: June 2024

#3. -- Select below -- specifically relating to

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

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

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

Person responsible for monitoring outcome:

[no one identified]

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

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus