

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: HUNTERS CREEK MIDDLE

District Name: Orange

Principal: Anne Carcara

SAC Chair: Peggy Black

Superintendent: Barbara Jenkins

Date of School Board Approval: December 13, 2012

Last Modified on: 9/13/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Amy McHale	Ed.S, M.Ed, B.S	2	2	In the 2011-2012 school year 71% of the students at Hunter's Creek Middle School achieved learning gains on the Reading FCAT with 73% of the students scoring a level 3 or above . In the 2011-2012 school year 81% of the students achieved learning gains in Math with 79% of the students scoring a 3 or above
Assis Principal	Norwood Tisdale	M.Ed, B.A	9	9	In the 2011-2012 school year 71% of the students at Hunter's Creek Middle School achieved learning gains on the Reading FCAT with 73% of the students scoring a level 3 or above . In the 2011-2012 school year 81% of the students achieved learning gains in Math with 79% of the students scoring a 3 or above
Principal	Dr. Anne Carcara	Ed.D, M.Ed, B.S.	4	21	In the 2011-2012 school year 71% of the students at Hunter's Creek Middle School achieved learning gains on the Reading FCAT with 73% of the students scoring a level 3 or above . In the 2011-2012 school year 81% of the students achieved learning gains in Math with 79% of the students



60	10.0%(6)	20.0%(12)	33.3%(20)	38.3%(23)	43.3%(26)	100.0%(60)	11.7%(7)	6.7%(4)	30.0%(18)
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## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendy Ruff	Steven Gray, Gina Battaglia, Jennifer Whitmore, Laura Hermida	The parity between a Instructional Coach and an Instructional Teacher is mutually beneficial for the practice and professional development of both educators.	Mentoring teacher will observe mentees and provide feedback and recommendations for the purpose of improving practice and yielding gains in student achievement.
Wendy Ruff Amy McHale	Steven Gray, Gina Battaglia, Jennifer Whitmore, Laura Hermida	The mentees are new to the teaching profession and require consistent guidance with frequent opportunities to ask face to face questions.	Meetings between the mentors and mentees will occur each Friday for 20 minutes during the first semester.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Anne Carcara, Principal; Amy McHale, Assistant Principal; Wendy Ruff, Learning Resource Specialist; Gary Moser, Resource Teacher-Dual Language Coordinator ; Sarah Barker, Staffing Specialist; Kelly Armstrong, Guidance Counselor; Annike Laine, Guidance Counselor; and Sheryll Murray, ESE teacher comprise the RtI Leadership Team (LT).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI LT will function as the resource personnel of information to provide best practices on intervention strategies and provide necessary training on various strategies, as well as other topics on managing different situations beyond the scope and control of the school setting that may affect a student's academic success.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI LT will be available to respond to School Advisory Council agenda items as questions or concerns develop regarding academic and behavior interventions.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The Learning Resource Specialist RtI LT member will monitor and compile data to be shared with staff members during data meetings.

Describe the plan to train staff on MTSS.

RtI initial training will be conducted during a faculty meeting at the beginning of the school year with on-going training in

smaller settings during team, grade level, and/or department meetings as needed. The RtI team will meet with district RtI coach to plan trainings and discuss RtI implementation questions.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Gary Moser  
Wendy Ruff  
Sharon Powers  
Kellee Moya  
Crystal Cooper  
Shedrick Copeland  
Merideth Fitzpatrick  
Katie Corners  
Valerie Hobbs  
Junior Jn-Baptiste  
Amy Pratt

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Meetings are once a month to collaborate on writing the schools literacy plan. There is a teacher from each content area to inform content area literacy. Meetings start by addressing goals for LLT divide responsibilities and come back to formulate plan.

What will be the major initiatives of the LLT this year?

To increase number of books students read per year and the amount of writing that they do weekly and eventually daily. We hope these increases will affect grades and high stakes tests.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Every teacher and administrator must attend a professional development session which takes place periodically each Tuesday during teacher planning periods. Every professional development session includes a focus on content specific reading strategies or increasing rigor in the classroom. Many times these strategies are amalgamated with content specific critical thinking in order for teachers to increase the level of rigor in their classrooms. The expectation that every teacher will incorporate the use of reading strategies in their lessons is explicitly stated and implied through modeling during professional development sessions. Additionally, our school's lesson plan format was changed to reflect an emphasis on reading in content areas. Literacy plan is implemented for all classes and includes use of reading strategies.

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### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

[ ]

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

[ ]

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

[ ]

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In 2013 34% of the students at Hunter's Creek Middle School will achieve a level 3 on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 31% of the students at Hunter's Creek Middle School achieved a level 3 on the Reading FCAT.	In 2013 34% of the students at Hunter's Creek Middle School will achieve a level 3 on the Reading FCAT.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades . classroom assessments, and benchmark scores will be monitored throughout the year.	Benchmark Assessments  Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff  Assistant Principal of Instruction  Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013 43% of the students at Hunter's Creek Middle School will achieve a level 4 or higher on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 40% of the students at Hunter's Creek Middle School achieved a level 4 or higher on the Reading FCAT.	In 2013 43% of the students at Hunter's Creek Middle School will achieve a level 4 or higher on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	
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Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013 75% of the students at Hunter's Creek Middle School will achieve learning gains on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 72% of the students at Hunter's Creek Middle School achieved learning gains on the Reading FCAT.	In 2013 75% of the students at Hunter's Creek Middle School will achieve learning gains on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack stamina and perseverance when reading.	1)Students that are struggling in reading will attend advisory. 2)After School Tutorials 3)Tier 3 Vocab Program 4)Summer Academy Reading Program 5)Differentiated Instruction utilized with fidelity	Classroom Teachers Wendy Ruff	Progress Book Progress Reports Report Cards	Benchmark Assessments Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In 2013 75% of the students in the lowest 25% at Hunter's Creek Middle School will achieve learning gains on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 72% of the students in the lowest 25% at Hunter's Creek Middle School achieved learning gains on the Reading FCAT.	In 2013 75% of the students in the lowest 25% at Hunter's Creek Middle School will achieve learning gains on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Student's grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In 2013 ____ % of Hispanic students at Hunter's Creek Middle School( students) made adequate yearly progress on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 ____ % of Hispanic students at Hunter's Creek Middle School( students) made adequate yearly progress on the Reading FCAT.	In 2013 ____ % of Hispanic students at Hunter's Creek Middle School( students) made adequate yearly progress on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments  Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff  Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book  Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	In 2013 ____ % of ELL at Hunter's Creek Middle School ( students) made adequate yearly progress on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 ____ % of ELLs at Hunter's Creek Middle School ( students) made adequate yearly progress on the Reading FCAT.	In 2013 ____ % of ELLs at Hunter's Creek Middle School ( students) made adequate yearly progress on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In 2013 ____ % of Economically Disadvantaged students at Hunter's Creek Middle School( students) made adequate yearly progress on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 ____ % of Economically Disadvantaged students at	In 2013 ____ % of Economically Disadvantaged students at

Hunter's Creek Middle School( students) made adequate yearly progress on the Reading FCAT.

Hunter's Creek Middle School( students) made adequate yearly progress on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Design Collaborative (LDC) CCSS Implementation Sequence for Florida	6-8	Deborah Bass,Peggy Fillio,	4 content area teacher leaders (6-8), principal and assistant principal	Beginning September 2012, On-going meetings every two months	Strategic coaching with classroom visits for each of the 4 content area teacher leaders will be conducted by the LDC trainer/coach and administrators. The coach will team teach with the teachers and give specific feedback and mentor support. In addition, the coach will work with the administrators in what to look for in each classroom and how to give specific feedback and support to each content area teacher leader. At the end of the coaching day a debrief session will take place with the administrators to discuss progress and next steps.	Anne Carcara Amy McHale

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In 2013 83% of 6th graders were proficient in Listening and Speaking, 83% of 7th graders were proficient in Listening and Speaking and 88% of 8th graders were proficient in Listening and Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012 80% of 6th graders were proficient in Listening and Speaking, 85% of 7th graders were proficient in Listening and Speaking and 72% of 8th graders were proficient in Listening and Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students lack the necessary academic vocabulary and process for development.	2013 Schoolwide Academic Vocabulary Initiative with PD sessions each Wednesday on Teaching Vocabulary in the Content Areas.	Wendy Ruff	Report Cards Progress Book Classroom Assessments	Fair Test CELLA (Spring 2013)

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

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## Middle School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	In 2013 29% of the students at Hunter's Creek Middle School will achieve a level 3 on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 26% of the students at Hunter's Creek Middle School achieved a level 3 on the Math FCAT.	In 2013 29% of the students at Hunter's Creek Middle School will achieve a level 3 on the Math FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades . classroom assessments, and benchmark scores will be monitored throughout the year.	Benchmark Assessments  Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction  Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In 2013 53% of the students at Hunter's Creek Middle School will achieve a 4 or higher on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 50% of the students at Hunter's Creek Middle School achieved a 4 or higher on the Math FCAT.	In 2013 53% of the students at Hunter's Creek Middle School will achieve a 4 or higher on the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments  Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction  Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013 83% of the students at Hunter's Creek Middle School will achieve learning gains on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 81% of the students at Hunter's Creek Middle School achieved learning gains on the Math FCAT.	In 2013 83% of the students at Hunter's Creek Middle School will achieve learning gains on the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:	
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Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013 75% of the students in the lowest 25% at Hunter's Creek Middle School will achieve learning gains on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 73% of the students in the lowest 25% at Hunter's Creek Middle School achieved learning gains on the Math FCAT.	In 2013 75% of the students in the lowest 25% at Hunter's Creek Middle School will achieve learning gains on the Math FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to 8th grade math standards for 8th grade students who are taking Algebra 1.	Students will receive exposure to 8th grade benchmarks through mini lessons and weekly administrations of the "Big 30" quiz. The Big 30 quiz will test student knowledge of 8th grade benchmarks and the data collected from student achievement on the quiz will inform instruction.	8th Grade Math Teachers Math Department Chair	Administration of benchmark tests.	Benchmark Tests
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in	Assistant Principal of Instruction Instructional Staff	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

		late work for at least 60% of the credit for the assignment.			
3	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In 2013 % ( students) of our Hispanic students will make adequate yearly progress on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 % ( students) our Hispanic students made adequate yearly progress on the Math FCAT.	In 2013 % ( students) of our Hispanic students will make adequate yearly progress on the Math FCAT.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late	Instructional Staff Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

	work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In 2013 % of the English Language Learners at Hunter's Creek Middle School will make adequate yearly progress on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 % of our English Language Learners at Hunter's Creek Middle School made adequate yearly progress on the Math FCAT.	In 2013 % of the English Language Learners at Hunter's Creek Middle School will make adequate yearly progress on the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments  Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	In 2013 ____ % of Economically Disadvantaged students will make adequate yearly progress on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 Economically Disadvantaged students did not make adequate yearly progress on the Math FCAT.	In 2013 ____% Economically Disadvantaged students will make adequate yearly progress on the Math FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:





Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  
Algebra Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  
Algebra Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	In 2013 98% of students will achieve a level 3 on the Geometry EOC Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 97% (73) students made a level 3 on the	In 2013 98% of students will achieve a level 3 on the

Geometry EOC Exam.		Geometry EOC Exam.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	
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Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics Design Collaborative (MDC) CCSS Implementation Sequence Administrators and teacher leaders will learn about the key elements of the CCSSs and the MDC design. They will experience a sample of Formative Assessment Lessons that are facilitated by the MDC trainer. concepts Administrators and teacher leaders will also participate in structured activities to analyze student math work samples. This analysis will be used to create feedback						

questions that will guide students as they expand their learning during math classes.

- Observing classrooms with direct feedback to math teacher leaders
- Modeling or team teaching

Formative Assessment Lessons (FALs) and use of effective strategies with students (according to the teaching level of the math teacher leaders the MDC trainer/coach will model for the math teacher leaders and administrators and/or team teach with the teacher leaders while the administrators observe)

- Identifying Demonstration Classrooms and establishing a schedule of Demonstration Lessons
- Planning lessons utilizing MDC strategies
- Analyzing student assessments and samples of student work
- Facilitating the revision of curriculum resources to support alignment to the Common Core
- Planning and facilitating small group professional development activities during planning periods or other designated meeting times
- Providing mentoring support to

6-8, with one teacher teaching Algebra I

Deborah Bass, Peggy Fillio

On-Going beginning September 2012 with visits every two months.

The MDC trainer/coach will conduct site visits determining the progress that the teacher leaders are making in implementing the MDC design. The MDC trainer/coach will complete a series of brief observations and provide feedback to teachers on what was observed. In addition, the trainer/ coach will host mini-conferences with teacher leaders during preparation periods to gather individual viewpoints on the success and struggles encountered thus far with the MDC design. The coach will use the information collected at each school to support the future work with the teacher leaders and administrators.

Anne Carcara  
Amy McHale

identified struggling teacher leaders and school administrators					
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In 2013 39% of the students at Hunter's Creek Middle School will achieve a level 3 on the Science FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 36% of the students at Hunter's Creek Middle School achieved a level 3 on the Science FCAT.		In 2013 39% of the students at Hunter's Creek Middle School will achieve a level 3 on the Science FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department,	ELL Curriculum Compliance Teacher	Students grades . classroom assessments, and benchmark scores will be monitored	Benchmark Assessments Report Cards

1		differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.		throughout the year.	
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments.  We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:		In 2013 32% of the students at Hunter's Creek Middle School will achieve a level of 4 or higher on the Science FCAT.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
In 2012 27% of the students at Hunter's Creek Middle School achieved a level 4 or higher on the Science FCAT.		In 2013 32% of the students at Hunter's Creek Middle School will achieve a level of 4 or higher on the Science FCAT.		
Problem-Solving Process to Increase Student Achievement				



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments.  We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Instructional Staff Assistant Principal of Instruction Placement Specialist, Sarah Barker	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.  
  
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Science Goals*

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:		In 2013 92% of the students at Hunter's Creek Middle School will achieve high standards ( lvl 3.0) or higher on the Writing FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 87% of the students at Hunter's Creek Middle School achieved high standards (lvl 3.0) on the Writing FCAT.		In 2013 92% of the students at Hunter's Creek Middle School will achieve high standards (lvl 3.0) or higher on the Writing FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students with limited english proficiency.	Current and incoming students will receive extra academic support from our ESOL department, differentiated instruction in every classroom and opportunities to get extra help or catch up on work in our advisory room.	ELL Curriculum Compliance Teacher	Students grades and benchmark scores will be monitored throughout the year.	Benchmark Assessments Report Cards
2	Students falling behind in their studies and not completing assignments.	Students that fall behind in assignments are mandated to report to the advisory room during their elective periods. In the advisory room students will receive additional support so that they can successfully complete assignments. We have also implemented a new late work policy where students have the opportunity to hand in late work for at least 60% of the credit for the assignment.	Assistant Principal of Instruction Instructional Staff	An analysis of student achievement and student failure rates will be conducted every nine weeks.	Progress Book Report Cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Writing Goals*

## Civics End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Attendance Goal # 1:			
		In 2012 the daily attendance rate for students at Hunter's Creek Middle School was 95.5%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In 2012 the daily attendance rate for students at Hunter's Creek Middle School was 95.5%		In 2013 the daily attendance rate for students at Hunter's Creek Middle School will be 96.6%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In 2012 there were 324 students with 10 or more absences at Hunter's Creek Middle School.		In 2013 we expect less than 330 students at Hunter's Creek Middle School to have 10 or more absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2012 there were 70 students at Hunter's Creek Middle School who where tardy 10 or more days.		In 2013 we expect less than 80 students at Hunter's Creek Middle School to have 10 or more tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students whose families leave the country frequently.	Urge parents to be proactive about finding accomodations for their child so that they may still attend school everyday while they are gone.	All Staff	Monthly Attendance Rate	EDW

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Attendance Goal(s)*

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In 2013 we expect less than 5 students to receive in or out of school suspension at Hunter's Creek Middle School.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 81 students received out of school suspension at Hunter's Creek Middle School.	In 2013 we expect less than 5 students to receive in or out of school suspension at Hunter's Creek Middle School.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

In 2012 81 students received out of school suspension at Hunter's Creek Middle School.	In 2013 we expect less than 5 students to receive in or out of school suspension at Hunter's Creek Middle School.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
In 2012 81 students received out of school suspension at Hunter's Creek Middle School.	In 2013 we expect less than 5 students to receive in or out of school suspension at Hunter's Creek Middle School.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The behaviors of students new to Hunter's Creek Middle School.	Identify students that are new to Hunter's Creek Middle School and ensure that they are fully aware of school policies and procedures.	6th Grade Dean 7th Grade Dean 8th Grade Dean	Student Discipline Data	SMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount



No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		In 2013 the level of parent involvement at Hunter's Creek Middle School will be approximately 88%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2012 the level of involvement at Hunter's Creek Middle School was approximately 85%.		In 2013 the level of parent involvement at Hunter's Creek Middle School will be at 88% or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent work schedules.	Utilize different forms of correspondence to keep parents informed.	Administration, Instructional Staff	Send home parent surveys.	Parents Surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

## Additional Goal(s)

All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal  All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal #1:	See Mathematics, Science and Writing Sections			
2012 Current level:	2013 Expected level:			
See Mathematics, Science and Writing Sections	See Mathematics, Science and Writing Sections			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal(s)*

All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. (Programs such as: gifted, honors, Advanced Placement, International Baccalaureate, World Language, Fine Arts, Advance International Certificate of Education courses (AICE), and Career and Professional Education (CAPE)). Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. (Programs such as: gifted, honors, Advanced Placement, International Baccalaureate, World Language, Fine Arts, Advance International Certificate of Education courses (AICE), and Career and Professional Education (CAPE)). Goal		In 2013 45% of our students enrolled in advanced classes and programs will be from under-represented populations.			
All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. (Programs such as: gifted, honors, Advanced Placement, International Baccalaureate, World Language, Fine Arts, Advance International Certificate of Education courses (AICE), and Career and Professional Education (CAPE)). Goal #1:					
2012 Current level:		2013 Expected level:			
In 2012 42% of our students in advanced classes and programs were from under-represented populations.		In 2013 45% of our students enrolled in advanced classes and programs will be from under-represented populations.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Language barriers	Differentiating instruction to serve the needs of all learners.	Instructional and Administrative	Check class enrollment for advanced courses.	SMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. (Programs such as: gifted, honors, Advanced Placement, International Baccalaureate, World Language, Fine Arts, Advance International Certificate of Education courses (AICE), and Career and Professional Education (CAPE)). Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

The SAC has not been established with official members and officers for the 2012-2013 school year as of yet. However, the first meeting will commence on September 20th, which will consist electing members to the council. Additional SAC meeting dates that have been placed on the school's calendar are: October 15, November 26, January 28, February 25, March 18, April 15, May 20.



Notification of scheduled meetings will be sent electronically to parents and placed on the school's marquee.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Orange School District HUNTERS CREEK MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	84%	90%	60%	315	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	79%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	74% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					609	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District HUNTERS CREEK MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	86%	92%	58%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	83%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	76% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested