

Sarasota County Schools

Heron Creek Middle School



2016-17 Schoolwide Improvement Plan

Heron Creek Middle School

6501 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/heroncreek

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	C	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Heron Creek Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Heron Creek Middle School is a learning environment where all students will be provided Readiness for Options for college and/or careers, and life-long success.

b. Provide the school's vision statement.

Heron Creek Middle School will provide educational excellence in a caring community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Heron Creek Middle School fosters respect and understanding among all cultures and individuals who learn and work in our school community. Many cultural celebrations and awareness activities are weaved throughout several courses where students can experience and learn about other cultures.

At Heron Creek Middle, we strive to:

- * Create a positive environment; including making a positive phone call home in the first weeks of school to build relationships between teachers and families
- * Empower all people to reach their full potential
- * Remove barriers of bigotry and prejudice that infringe upon individual freedom, respect and progress
- * Attract talent that reflects our community

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Heron Creek Middle has a comprehensive supervision plan that involves all staff members. During class transitions, staff members are visible to help minimize and curtail potentially unsafe situations. Supervision begins prior to student arrival and is activated prior to dismissal. Our Security Monitor and SRO actively patrol the campus during classes for additional safety support. A bullying lesson is provided to all students at the start of the school year and Guidance Counselors conduct bullying talks throughout the year to smaller groups of students. Teachers, staff and administration continue to work with students and families to create a feeling of respect and safety on an on-going basis.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Heron Creek Middle has implemented a discipline flow chart and PBS Teacher Intervention record form to encourage proactive measures for minimizing classroom disruption. Teachers document general classroom misconduct and interventions using the PBS Intervention form. After three incidents, administration and behavioral specialist provide ongoing support. Teachers may at any time elect to complete a discipline referral using the district form for problematic students. Students that have specially designed Behavior Intervention Plans are created with stakeholder input. Heron Creek also works directly with Jewish Family and Children Services which provides and onsite caseworker in a "SATOSS/Challenge to Change" program on our campus. We work directly with this

group to provide in-school and outside support to our students.. Additionally, every classroom has posters that outline school-wide expectations referred to as "Patriot Way".

Additionally, students are recognized for their positive behavior with our quarterly rewards program, Patriot Pride that celebrates students achieving both academically and behaviorally.

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

Students that exhibit emotional needs have daily access to counselors. Students can complete an incident report form to request counseling assistance/services. Teachers advocate for students and work closely with counselors to apply appropriate services to meet the needs of students. HCMS has a "SATOSS/Challenge to Change" program. Additionally, the school has partnered with several outside agencies to address more severe cases, such as Jewish Family and Children Services counselor on site which serves as a Tier III intervention to deal with severe emotional needs of students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Through our MTSS (Multi-Tiered System of Support) process, students who are struggling academically and behaviorally are identified and supported through the use of a data tracking system based on the risk factors that attribute to their area of need (grades, attendance, behavior referrals, State Assessment Scores). The teachers with the assistance of guidance counselors, behavior specialist, and administration, identify and develop interventions through collaboration as a part of our school wide support team. Use of data collection, communication, and outside service referrals assist in meeting these student needs.

Student attendance is addressed bi-weekly through our school-wide support team, which includes meeting with the Truancy Officer and School Social Worker to review, discuss and put a plan into action for any student that is absent beyond the established district attendance criteria (5 days unexcused or 9 days absent total within a semester).

Students with discipline concerns including suspensions are addressed weekly at our school-wide support team. A behavior intervention plan is put in place with our behavior specialist and teachers in order to reduce suspendable behaviors. We have adopted a model of teachers implementing and documenting positive interventions in the classroom prior to disciplinary action.

Students who are failing in ELA or Math are placed into a district approved course recovery program. Prior to course recovery, students in danger of failing are often scheduled into Critical Thinking Course

where academic intervention is provided. Students are also offered before school assistance in classrooms as well as an opportunity for Friday Night School to make-up any work that is missing. Students scoring a Level 1 or 2 in Reading on State Assessments are placed into an Intensive Language Arts (Reading) Course and are progress monitored throughout the year. All students are placed into a

course that has access to i-Ready as an online differentiated reading instruction program. Students scoring a Level 1 and 2 in Math on State Assessments receive math intervention by their math teacher and are progressed monitored throughout the year. These students have access to IXL as an online fluency building program as well as i-Ready online lessons and diagnostic progress monitoring.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	12	11	29	0	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	28	27	24	0	0	0	0	79	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	6	0	0	0	0	7	
Level 1 on statewide assessment	0	0	0	0	0	0	36	49	41	0	0	0	0	126	
Course failure in Math	0	0	0	0	0	0	0	0	5	0	0	0	0	5	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	32	38	42	0	0	0	0	112	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Heron Creek operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

We also believe the following strategies are the foundation of good instruction for all students and improves academic performance:

- * Writing to explain with support & details
- * Paraphrasing/summarizing
- * Asking students Why? How?
- * Close reading with purpose
- * Level 2,3, 4 D.O.K (Depth of Knowledge)
- * Use of i-Ready Diagnostic and Instruction for Reading and Math for all students
- * Goal Setting
- * Random questioning/ think time (Cueing, Prompting)
- * Use of rubrics
- * Before/After school tutoring
- * Peer tutoring
- * Personalized instruction
- * Mentoring
- * Weekly progress report
- * Behavior Intervention Plan with Behavioral Specialist assistance
- * Tiered intervention support from Behavioral Specialist and ESE Liaison for students in Inclusion settings
- * Point Sheet for Academic & Behavioral Improvement (Tier II Intervention)
- * Referral to Social Worker

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Heron Creek Middle will continue efforts to increase parent involvement through our district volunteer program. Additionally, our annual Back to School Night and Open House acclimates parents to our school environment and culture. We also have SAC (School Advisory Council) where parents can give their input for school improvement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Heron Creek Middle School continues to establish partnerships with local businesses. Our building principal is a member of the local Chamber of Commerce which serves as a liaison between community partnerships. We understand the importance of community relationships and the role they play in providing students enhanced educational opportunities. We also recognize that a partnership should benefit both students and business partners. We send out letters and meet with area business to pitch our various patron levels.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Gruhl, Matthew	Principal
Steiner, Jim	Instructional Coach
Purcell, Kevin	Teacher, ESE
Ryan, Heather	School Counselor
Waterhouse, Kim	Teacher, ESE
Williams, Shenie	School Counselor
Cimillo, Paula	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Teaching and learning is top priority at Heron Creek Middle School. Administration sets instructional goals and high expectations that focus on student achievement. Administration seeks to create a culture of excellence, teamwork and collaboration among staff. Administration also fosters a school climate that supports both student and staff success and promotes student achievement and appreciation for all students. Counselors, Behavioral Specialist and Liaisons provide multiple layers of support through a problem-solving approach.

1. Matthew Gruhl, Principal - Develops, leads, evaluates, and facilitates data-based decision-making

for all staff,

ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities.

2. Paula Cimillo, Assistant Principal - Assists Principal and supports the screening and early intervention programs for at-risk and ESE students; assists with progress monitoring, data collection, data analysis, and assists with professional development and intervention approaches for staff.
3. Jim Steiner, TOSA - Works with Testing Implementation and Scheduling of students while supporting the needs of our students and teachers.
4. Kevin Purcell, Behavior Specialist - Works with students and teachers to provide services and expertise on issues ranging from intervention with groups of students to individual students with academic and behavioral disabilities.
5. Heather Ryan and Shenie Johnson, Guidance Counselors - Support interventions for our students, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, support family and home/school communication, address academic, social, emotional needs of all students and provide overall student support.
6. Kim Waterhouse, ESE Liaison - Participate in data collection and assisting and collaborating with all teachers to align activities and materials based upon the needs of students with disabilities.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Through school guidance, we process and support students who are struggling in their academics or behavior. The teachers identify and develop interventions through collaboration; if the process does not work, they communicate the data to the guidance counselor and that student is supported through an intervention process with the school wide support team. Our students with disabilities are supported with an additional support from the ESE Liaison and Behavioral Specialist who directly work with the teachers, students and parents to enrich the child's education.

The nutrition program provides an opportunity for our students to access a decent meal each day.

Through a series of dialogues, the students have learned of the importance of good nutrition and its effectiveness on the body and learning.

Support for ELL students in our classrooms are provided by our ELL aides and ELL teacher/liaison, where they can support the instructional strategies used by classroom teachers.

Our resource officer provides a series of talks about violence prevention, safe use of the internet, and anti-tobacco programs throughout the school year. The support is highly engaging, and it provides the students an additional person on campus they can communicate with when there is a concern.

Additionally, guidance counselors conduct "group talks" for various social needs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Matthew Gruhl	Principal
Kristin Padalik	Parent
Marilyn Wilson	Education Support Employee
Sarah Cooper	Teacher
Laurentz Cascante	Parent
Chris Street	Parent
Amy Gerlt	Teacher
Jennifer Mattu	Teacher
Christine Schebilski	Teacher
Elaine Paynter	Parent
Victoria Noyes	Parent
Rob Nelson	Business/Community
Paula Cimillo	Teacher
William Paynter	Parent
Kay Rampersad	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The school improvement plan becomes an agenda item for a designated monthly meeting. The SAC committee reviews and provides feedback for necessary outcomes. The SAC committee then use rules for voting to adopt the school improvement plan.

b. Development of this school improvement plan

Article III. Purpose

The purpose of the School Advisory Council/SDMT is to enhance school site including taking time to serve in

an advisory capacity to the principal regarding school improve to assist in the evaluation of the school improvement plan and to provide input on the budget of school improvement funds pursuant to Florida Statute 229.58.

c. Preparation of the school's annual budget and plan

SAC provides input, reflection, and approves funds for necessary resources aligned with student achievement in various aspects within the school.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

In developing a school wide PD opportunities, SAC is informed as to the need and the process, and then is asked to define the desired outcome to verify its impact on student achievement. The second responsibility is to be determined based on the ideas that teachers discover throughout the year and the allocation needed.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

We have secured all SAC representatives as outlined except a student representative. We plan to fulfill this vacancy through a democratic process very soon.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Linneweber, Jason	Teacher, K-12
Elsey, Charles	Teacher, K-12
Gruhl, Matthew	Principal
Lundberg, Laura	Teacher, K-12
Mattu, Jennifer	Teacher, K-12
Purcell, Kevin	Administrative Support
Steiner, Jim	Administrative Support
Storino, Liz	Teacher, K-12
Waterhouse, Kim	Teacher, ESE
Cimillo, Paula	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

We are placing an emphasis on high level strategies in school-wide literacy such as:

- * Consistent and pervasive text marking
- * Cornell Notes
- * Note -Taking
- * Close Reading
- * i-Ready Diagnostic and Instructional Tool
- * Breakfast & Brains PD sessions
- * Providing text evidence & supporting details
- * Lessons involving multiple text

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We encourage positive working relationships through common planning and weekly PLC meetings. Teacher leadership is fostered by providing opportunities for teachers to facilitate professional development during "Breakfast & Brains". We have also instituted morning PD sessions and opportunities for teachers to visit other classrooms.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration works with the District Human Resources office to interview highly desirable candidates and employ a faculty with the instructional proficiency needed for the school population served. At our school site, we work with an in-house group of mentor teachers to support the district wide process. We provide opportunities for teachers to visit other classrooms on campus and have implemented "Breakfast & Brains" where teachers conduct professional development for their peers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

First year teachers are partnered with a mentor teacher here at the school, in most cases according to subject area/grade level as a part of our school district induction program. Teachers meet weekly either during common planning or after school to work on coaching, planning, feedback, progress monitoring, and home-school communication.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All content area teachers follow the Florida Core State standards and district instructional focus guides to align their instructional activities and strategies with district adopted texts and resources.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Heron Creek uses data throughout the year to progress monitor the proficiency of our students and guide classroom instruction, as well as remediation and enrichment.

Baseline Data: FSA, NGSS Science, I-Ready Diagnostic for Reading and Math, District Benchmark Assessments in Science and Write Score Writing Assessment

Mid-year: I-Ready Diagnostic for Reading and Math, District Benchmark Assessments in Science, Write Score Writing Assessment, and Algebra, Geometry, and Biology Midterms

End of year: FSA, NGSS Science and EOC exams

Behavior: Monthly discipline reports

Attendance: Bi-weekly Attendance reports

Instructional Directional Meetings are held with teachers three times a year to discuss what they are teaching and how they are using their data. All teachers are expected to deliver Tier 1 interventions, collaborate with other colleagues regarding Tier 2 interventions and strategies, and integrate Tier 1 interventions with Tier 2 & 3 activities and strategies.

Teachers are expected to differentiate learning to meet the needs of both proficient and advanced students and

provide opportunities for remediation and enrichment before or after school.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,320

Our Patriot MATH Help Lab provides targeted academic support/enrichment for students by math teachers in a before school setting.

Strategy Rationale

Support and Enrichment activities contribute to a well-rounded education, and can provide additional support and remediation, which helps to increase the amount of quality learning time for individual students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cimillo, Paula, paula.cimillo@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Numbers of students attending, i-Ready performance data/ classroom performance grades, overall teacher and parent satisfaction will determine effectiveness of strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

School Support Team members (counselors and ESE Liaisons) hold articulation meetings for all incoming, transitioning 5th to 6th grade students as well as outgoing 8th to 9th grade transitioning students. In addition, we have the following strategies in place for students:

* Implementation of Cambridge International program to help students articulate to the Cambridge program at North Port High School. This includes:

- Rigorous Cambridge curriculum aligned with the Florida Standards
- Cambridge International training for instructors
- Visits to North Port High AICE classes
- College visits
- Summer Camp for incoming 6th graders
- College Pathways Course of Study (grades 6-12)
- Interactive Marine Biology Field trips
- Connections with International students from other countries
- Area elementary schools 5th Grade visit to explore our Cambridge Program offering

* Guidance visits to elementary schools

* Student Orientation

* Incoming 6th Grade Parent night

* Grade Level Teaming where teachers semi-quarterly review student progress and determine tiered interventions needed.

- * High school SPIN Night
- * Junior Achievement Career Planning Activities

b. College and Career Readiness

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

Students at Heron Creek have the opportunity to participate in advanced courses in math beginning in sixth grade with opportunities for high school credit in Honors Algebra and Honors Geometry. Students in eighth grade also have an opportunity to participate in Biology Honors and Spanish 1 for High School credit.

All students participate in College and Career activities which focus on interest surveys and career explorations.

Students in eighth grade also participate in a Junior Achievement day where students have the opportunity to work with business volunteers in regards to college and career planning activities. Cambridge International Program students also attend a college visit.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

In developing our CTE programs to better engage student learning, we incorporated Project Lead the Way which introduces design and planning, and then robotics. The class is partnered with a math and science class to have the students better identify the cross curricular needs. We are also supporting the students through a CTE course in computers. This course supports the students engagement and knowledge with Microsoft tools that will enhance project based learning. 146 students took and passed a Microsoft Certification test.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

There is an emphasis on participation in STEM activities within our CTE, Math and Science classes. We also have a Technology Student Association club that participates in various competitions. This is a criterion-based club that focus on high academic and achievement performance. All of our Math and Science classrooms are in a TechActive environment, outfitted with current Technology that is embedded into daily classroom activities.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Reading.
- G2.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in Reading.
- G3.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency in the area of Math.
- G4.** By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Math.
- G5.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science.
- G6.** By 2017, there will be a five percent decrease in students absent 10 or more days.
- G7.** By the year 2017, there will be a reduction of suspensions by 5%

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Reading. 1a

G085621

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0

Targeted Barriers to Achieving the Goal 3

- Students not reading on grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready
- Springboard Textbook
- Supplementary reading materials/newspapers in schools

Plan to Monitor Progress Toward G1. 8

Classroom observations and student performance data

Person Responsible

Matthew Gruhl

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

G2. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in Reading. 1a

G085622

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers being able to provide targeted interventions and strategies during classroom instruction for students not reading at grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Springboard textbook
- i-Ready program and tools
-

Plan to Monitor Progress Toward G2. 8

Classroom Walk throughs, student performance data

Person Responsible

Matthew Gruhl

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready Diagnostic assessments/classroom assessments

G3. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency in the area of Math. 1a

G085623

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Students lacking in math progression skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Focus Guides
- i-Ready Diagnostic and Instruction Tool
- Big Ideas Text
- IXL Online Math Tool

Plan to Monitor Progress Toward G3. 8

Classroom observations and student performance data

Person Responsible

Paula Cimillo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

G4. By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Math. 1a

G085624

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Students with gaps in their math skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Big Ideas Text
- IXL Online Instructional Tool
- i-Ready Diagnostic and Instructional Tool
- Instructional Focus Guides

Plan to Monitor Progress Toward G4. 8

Classroom observations and student performance data

Person Responsible

Paula Cimillo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science. 1a

G085625

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal 3

- Providing inquiry based activities at a higher DOK level when students struggle with scientific vocabulary and content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Benchmark Assessments
- District Online Resources

Plan to Monitor Progress Toward G5. 8

Classroom observations and student performance data

Person Responsible

Paula Cimillo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

G6. By 2017, there will be a five percent decrease in students absent 10 or more days. 1a

G085626

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of student motivation to attend school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counselors
- Social Worker
- Truancy Officer
- Positive reinforcement incentives
- Teachers
- Attendance record reporting

Plan to Monitor Progress Toward G6. 8

Attendance data reports

Person Responsible

Heather Ryan

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Improved attendance

G7. By the year 2017, there will be a reduction of suspensions by 5% 1a

G085627

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Implementing behavioral strategies for replacement behaviors to ensure student success in all classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselors
- Behavior Specialist
- Challenge to Change/JFCS
- Social Workers/Outside Counselors
- School-Wide MTSS/PBS plan

Plan to Monitor Progress Toward G7. 8

Strategies will be monitored during Support Team Meetings

Person Responsible

Kevin Purcell

Schedule

Monthly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Discipline referrals, number of student referrals to outside agencies, student demonstration of targeted behavior

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Reading. **1**

 G085621

G1.B1 Students not reading on grade level. **2**

 B227539

G1.B1.S1 Create "Breakfast & Brains" PD session opportunities on use of Productive Talk and Accountable Talk and use of DOK 2 & 3 Tasks **4**

 S240096

Strategy Rationale

There is an immediate need for ongoing support.

Action Step 1 **5**

"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks

Person Responsible

Matthew Gruhl

Schedule

Daily, from 9/22/2016 to 3/31/2017

Evidence of Completion

Sharing of instructional strategies across curricular areas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Observations

Person Responsible

Matthew Gruhl

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observation notes analysis and feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

IDM (Instructional Direction Meetings)

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Teachers will share instructional strategies from classroom and i-Ready data

G2. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in Reading. 1

 G085622

G2.B1 Teachers being able to provide targeted interventions and strategies during classroom instruction for students not reading at grade level. 2

 B227540

G2.B1.S1 Determine student needs in core classes by reviewing i-Ready growth progress and planning differentiated instruction using evidence-based strategies. 4

 S240097

Strategy Rationale

Students will receive increased literacy instruction and intervention in their core classes through targeted lessons based upon their areas of need.

Action Step 1 5

i-Ready Advisory Period

Person Responsible

Matthew Gruhl

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Documentation of strategies used and frequency

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Instructional Direction Meetings. (IDMs)

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Teacher will share documentation of strategies and the impact on student learning.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom visits and observations

Person Responsible

Matthew Gruhl

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Indicators for Success and observation notes


G3. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency in the area of Math. 1

 G085623

G3.B1 Students lacking in math progression skills 2

 B227541

G3.B1.S1 Incorporate "Breakfast & brains" PD sessions where teacher leaders are facilitating learning and instructional practices among colleagues. 4

 S240098

Strategy Rationale

It is necessary to build a learning culture that promotes consistent and pervasive instructional practices.

Action Step 1 5

"Breakfast & Brains" PD sessions

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 9/22/2016 to 3/31/2017

Evidence of Completion

Sharing of instructional strategies across curricular areas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observations

Person Responsible

Paula Cimillo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation notes and feedback.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

IDM (Instructional Direction Meetings)

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 10/10/2016 to 3/31/2017

Evidence of Completion

Teachers will share instructional strategies from classroom and i-Ready data


G4. By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Math. 1

 G085624

G4.B1 Students with gaps in their math skills 2

 B227542

G4.B1.S1 Determine student needs by reviewing i-Ready growth progress and planning differentiated instruction using evidence-based strategies. 4

 S240100

Strategy Rationale

Students will receive increased instruction and intervention through targeted lessons based upon their areas of need.

Action Step 1 5

i-Ready Advisory Period

Person Responsible

Matthew Gruhl

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready Diagnostic and Growth Progress scores

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

IDM (Instructional Direction Meetings)

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Teachers will share instructional strategies from classroom and i-Ready data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom visits and observations

Person Responsible

Paula Cimillo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Indicators for Success, Observation feedback


G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science. 1

 G085625

G5.B1 Providing inquiry based activities at a higher DOK level when students struggle with scientific vocabulary and content. 2

 B227543

G5.B1.S1 Create "Breakfast & Brains" PD session opportunities on use of Productive Talk and Accountable Talk and use of DOK 2 & 3 Tasks 4

 S240101

Strategy Rationale

There is an immediate need for ongoing support.

Action Step 1 5

"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 9/22/2016 to 3/31/2017

Evidence of Completion

Sharing of instructional strategies across curricular areas

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

IDM (Instructional Direction Meetings)

Person Responsible

Matthew Gruhl

Schedule

Quarterly, from 10/10/2016 to 4/21/2017

Evidence of Completion

Teachers will share instructional strategies from classroom and benchmark/classroom assessment data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Classroom visits and observations

Person Responsible

Paula Cimillo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation feedback, Indicators for Success


G6. By 2017, there will be a five percent decrease in students absent 10 or more days. 1

 G085626

G6.B1 Lack of student motivation to attend school 2

 B227544

G6.B1.S1 Assign teacher mentors to students below 90% attendance. 4

 S240102

Strategy Rationale

Students need constant motivation and encouragement.

Action Step 1 5

The school will assign teacher mentors to students that includes those with attendance below 90%.

Person Responsible

Heather Ryan

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

School attendance records and mentor feedback.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review attendance records

Person Responsible

Heather Ryan

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Improved attendance

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Analyze attendance data

Person Responsible

Heather Ryan

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Attendance reports

G7. By the year 2017, there will be a reduction of suspensions by 5% 1

 G085627

G7.B1 Implementing behavioral strategies for replacement behaviors to ensure student success in all classrooms. 2

 B227545

G7.B1.S1 Consistent and pervasive practices of proactive interventions, supported by data monitoring of students with high risk factors 4

 S240103

Strategy Rationale

There is an immediate need for ongoing support to classroom teachers and students.

Action Step 1 5

ALL WALL - Data collection and monitoring with focus on targeted strategies and interventions to ensure student success.

Person Responsible

Kevin Purcell

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

School Wide Support team (SWST) will identify priority social and behavioral strategies/ interventions for identified students

Person Responsible

Kevin Purcell

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Discipline reports, SWST agendas and notes

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Monitor number of student discipline referrals

Person Responsible

Kevin Purcell

Schedule









Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Discipline reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A310823	"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks	Gruhl, Matthew	9/22/2016	Sharing of instructional strategies across curricular areas	3/31/2017 daily
G3.B1.S1.MA1 M318946	IDM (Instructional Direction Meetings)	Gruhl, Matthew	10/10/2016	Teachers will share instructional strategies from classroom and i-Ready data	3/31/2017 quarterly
G3.B1.S1.A1 A310825	"Breakfast & Brains" PD sessions	Gruhl, Matthew	9/22/2016	Sharing of instructional strategies across curricular areas	3/31/2017 quarterly
G5.B1.S1.A1 A310827	"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks	Gruhl, Matthew	9/22/2016	Sharing of instructional strategies across curricular areas	3/31/2017 quarterly
G1.B1.S1.MA1 M318940	IDM (Instructional Direction Meetings)	Gruhl, Matthew	10/10/2016	Teachers will share instructional strategies from classroom and i-Ready data	4/21/2017 quarterly
G2.B1.S1.MA1 M318944	Instructional Direction Meetings. (IDMs)	Gruhl, Matthew	10/10/2016	Teacher will share documentation of strategies and the impact on student learning.	4/21/2017 quarterly
G4.B1.S1.MA1 M318950	IDM (Instructional Direction Meetings)	Gruhl, Matthew	10/10/2016	Teachers will share instructional strategies from classroom and i-Ready data	4/21/2017 quarterly
G5.B1.S1.MA1 M318953	IDM (Instructional Direction Meetings)	Gruhl, Matthew	10/10/2016	Teachers will share instructional strategies from classroom and benchmark/classroom assessment data	4/21/2017 quarterly
G1.MA1 M318942	Classroom observations and student performance data	Gruhl, Matthew	8/22/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	5/26/2017 monthly
G3.MA1 M318948	Classroom observations and student performance data	Cimillo, Paula	8/22/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	5/26/2017 monthly
G4.MA1 M318951	Classroom observations and student performance data	Cimillo, Paula	8/22/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	5/26/2017 monthly
G5.MA1 M318954	Classroom observations and student performance data	Cimillo, Paula	8/22/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	5/26/2017 monthly
G3.B1.S1.MA1 M318947	Classroom observations	Cimillo, Paula	8/22/2016	Observation notes and feedback.	5/26/2017 monthly
G4.B1.S1.MA1 M318949	Classroom visits and observations	Cimillo, Paula	8/22/2016	Indicators for Success, Observation feedback	5/26/2017 monthly
G5.B1.S1.MA1 M318952	Classroom visits and observations	Cimillo, Paula	8/22/2016	Observation feedback, Indicators for Success	5/26/2017 monthly
G2.MA1 M318945	Classroom Walk throughs, student performance data	Gruhl, Matthew	8/22/2016	i-Ready Diagnostic assessments/ classroom assessments	6/2/2017 monthly
G6.MA1 M318957	Attendance data reports	Ryan, Heather	8/30/2016	Improved attendance	6/2/2017 biweekly
G7.MA1 M318960	Strategies will be monitored during Support Team Meetings	Purcell, Kevin	8/23/2016	Discipline referrals, number of student referrals to outside agencies, student demonstration of targeted behavior	6/2/2017 monthly
G1.B1.S1.MA1 M318941	Classroom Observations	Gruhl, Matthew	8/22/2016	Observation notes analysis and feedback	6/2/2017 monthly
G2.B1.S1.MA1 M318943	Classroom visits and observations	Gruhl, Matthew	8/22/2016	Indicators for Success and observation notes	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1  A310824	i-Ready Advisory Period	Gruhl, Matthew	8/22/2016	Documentation of strategies used and frequency	6/2/2017 daily
G4.B1.S1.A1  A310826	i-Ready Advisory Period	Gruhl, Matthew	8/22/2016	i-Ready Diagnostic and Growth Progress scores	6/2/2017 daily
G6.B1.S1.MA1  M318955	Analyze attendance data	Ryan, Heather	8/30/2016	Attendance reports	6/2/2017 monthly
G6.B1.S1.MA1  M318956	Review attendance records	Ryan, Heather	8/30/2016	Improved attendance	6/2/2017 biweekly
G6.B1.S1.A1  A310828	The school will assign teacher mentors to students that includes those with attendance below 90%.	Ryan, Heather	8/22/2016	School attendance records and mentor feedback.	6/2/2017 biweekly
G7.B1.S1.MA1  M318958	Monitor number of student discipline referrals	Purcell, Kevin	8/22/2016	Discipline reports	6/2/2017 monthly
G7.B1.S1.MA1  M318959	School Wide Support team (SWST) will identify priority social and behavioral...	Purcell, Kevin	8/23/2016	Discipline reports, SWST agendas and notes	6/2/2017 weekly
G7.B1.S1.A1  A310829	ALL WALL - Data collection and monitoring with focus on targeted strategies and interventions to...	Purcell, Kevin	8/22/2016		6/2/2017 weekly

V. Professional Development Opportunities

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

G1. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Reading.

G1.B1 Students not reading on grade level.

G1.B1.S1 Create "Breakfast & Brains" PD session opportunities on use of Productive Talk and Accountable Talk and use of DOK 2 & 3 Tasks

PD Opportunity 1

"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks

Facilitator

Various Teacher Leaders

Participants

Classroom Teachers

Schedule

Daily, from 9/22/2016 to 3/31/2017

G2. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in Reading.

G2.B1 Teachers being able to provide targeted interventions and strategies during classroom instruction for students not reading at grade level.

G2.B1.S1 Determine student needs in core classes by reviewing i-Ready growth progress and planning differentiated instruction using evidence-based strategies.

PD Opportunity 1

i-Ready Advisory Period

Facilitator

District Provided Professional Development

Participants

Classroom Teachers

Schedule

Daily, from 8/22/2016 to 6/2/2017

G3. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are demonstrating proficiency in the area of Math.

G3.B1 Students lacking in math progression skills

G3.B1.S1 Incorporate "Breakfast & brains" PD sessions where teacher leaders are facilitating learning and instructional practices among colleagues.

PD Opportunity 1

"Breakfast & Brains" PD sessions

Facilitator

Various teacher leaders

Participants

Classroom Teachers

Schedule

Quarterly, from 9/22/2016 to 3/31/2017

G4. By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Math.

G4.B1 Students with gaps in their math skills

G4.B1.S1 Determine student needs by reviewing i-Ready growth progress and planning differentiated instruction using evidence-based strategies.

PD Opportunity 1

i-Ready Advisory Period

Facilitator

District Provided Professional Development

Participants

Math Teachers

Schedule

Daily, from 8/22/2016 to 6/2/2017

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science.

G5.B1 Providing inquiry based activities at a higher DOK level when students struggle with scientific vocabulary and content.

G5.B1.S1 Create "Breakfast & Brains" PD session opportunities on use of Productive Talk and Accountable Talk and use of DOK 2 & 3 Tasks

PD Opportunity 1

"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks

Facilitator

Various Teacher Leaders

Participants

Classroom Teachers

Schedule

Quarterly, from 9/22/2016 to 3/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks				\$0.00
2	G2.B1.S1.A1	i-Ready Advisory Period				\$0.00
3	G3.B1.S1.A1	"Breakfast & Brains" PD sessions				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1261 - Heron Creek Middle School	General Fund		\$500.00
			Notes: We are using funds to purchase food and materials for our "Breakfast & Brains" PD sessions.			
4	G4.B1.S1.A1	i-Ready Advisory Period				\$0.00
5	G5.B1.S1.A1	"Breakfast & Brains" PD sessions on Accountable Talk and DOK 2+ 3 Tasks				\$0.00
6	G6.B1.S1.A1	The school will assign teacher mentors to students that includes those with attendance below 90%.				\$0.00
7	G7.B1.S1.A1	ALL WALL - Data collection and monitoring with focus on targeted strategies and interventions to ensure student success.				\$0.00
Total:						\$500.00