Heron Creek Middle School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Lawrence, Kristine	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
Stewart, Derrick	Assistant Principal

Duties

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

Administration sets instructional goals and expectations that focus on student achievement and conducts classroom walkthroughs and observations to drive professional development.
Heather Ryan, Shenie Williams, and Kevin Purcell (guidance and behavior specialists) meet with teachers to assist with interventions and helping students be successful in the classroom.
Jim Steiner (TOSA) assists with data and communicating positive practices to teachers.
Kim Waterhouse (ESE liaison) works with ESE teachers and the leadership team to support inclusive practices within our school setting.
Leadership teams meets once a month to discuss what we are working on and how to best support our teachers.

Early Warning Systems

Year 2017-18

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	58	89	88	0	0	0	0	235
One or more suspensions	0	0	0	0	0	0	35	58	34	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	63	74	69	0	0	0	0	206
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	34	51	38	0	0	0	0	123

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	3	0	0	0	0	0	3

Date this data was collected
Monday 10/8/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	52	66	86	0	0	0	0	204
One or more suspensions	0	0	0	0	0	0	90	90	102	0	0	0	0	282
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	72	62	65	0	0	0	0	199
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	33	38	46	0	0	0	0	117

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	52	66	86	0	0	0	0	204
One or more suspensions	0	0	0	0	0	0	90	90	102	0	0	0	0	282
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	72	62	65	0	0	0	0	199
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	33	38	46	0	0	0	0	117

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lowest 25th percent performed the lowest at 49%. This also performed the lowest in the previous year at 50%. Students with disabilities and ELL students were the lowest performing subgroups overall but these students in the bottom quartile made some of the largest gains. This appears to be a trend.

Which data component showed the greatest decline from prior year?

ELA and Math learning gains both had the greatest decline at 8% each. 7th grade ELA had the greatest decline from the previous year at 10%. 8th grade Math had the greatest decline from the previous year at 28%.

Which data component had the biggest gap when compared to the state average?

Science achievement was 1% below the state average. ELA learning gains was 2% below the state average. 7th grade ELA was 2% below the state average. 8th grade Math was 5% below the state average.

Which data component showed the most improvement? Is this a trend?

7th grade Math improved by 17%. 8th grade ELA improved by 9%.

Describe the actions or changes that led to the improvement in this area.

Strategic placement of instructional personnel at different grade levels. Teachers in these areas incorporated the use of iReady with fidelity to help monitor student progression.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	63%	53%	59%	61%	52%
ELA Learning Gains	52%	57%	54%	52%	52%	53%
ELA Lowest 25th Percentile	49%	48%	47%	49%	43%	45%
Math Achievement	67%	74%	58%	69%	70%	55%
Math Learning Gains	64%	67%	57%	72%	65%	55%
Math Lowest 25th Percentile	54%	61%	51%	61%	53%	47%
Science Achievement	51%	62%	52%	53%	57%	50%
Social Studies Achievement	74%	78%	72%	70%	78%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	58 (52)	89 (66)	88 (86)	235 (204)
One or more suspensions	35 (90)	58 (90)	34 (102)	127 (282)
Course failure in ELA or Math	1 (0)	0 (1)	0 (0)	1 (1)
Level 1 on statewide assessment	63 (72)	74 (62)	69 (65)	206 (199)
	0 (0)	0 (1)	0 (0)	0 (1)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	53%	63%	-10%	52%	1%
	2017	57%	65%	-8%	52%	5%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	49%	62%	-13%	51%	-2%
	2017	59%	64%	-5%	52%	7%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				
08	2018	60%	70%	-10%	58%	2%
	2017	51%	65%	-14%	55%	-4%
Same Grade Comparison		9%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	60%	66%	-6%	52%	8%
	2017	61%	66%	-5%	51%	10%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	72%	73%	-1%	54%	18%
	2017	55%	54%	1%	53%	2%
Same Grade Comparison		17%				
Cohort Comparison		11%				
08	2018	40%	63%	-23%	45%	-5%
	2017	68%	75%	-7%	46%	22%
Same Grade Comparison		-28%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	48%	62%	-14%	50%	-2%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	80%	-7%	71%	2%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	77%	18%	62%	33%
2017	99%	71%	28%	60%	39%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	71%	29%	56%	44%
2017	0%	70%	-70%	53%	-53%
Compare		100%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	50	51	37	52	45	30	44			
ELL	22	54	55	61	68	58	20	73			
ASN	60	55			80						
BLK	41	47	39	51	64	50	31	63	73		
HSP	52	50	49	71	68	56	43	73	70		
MUL	48	57	70	66	70		59	75	73		
WHT	59	53	50	69	63	52	55	76	65		
FRL	50	50	49	63	62	52	47	71	61		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	43	43	33	62	62	9		27		
ELL	36	51	42	48	53	37	20				
ASN	67	67		71	81		54				
BLK	35	41	39	44	62	67	23		36		
HSP	58	64	63	68	70	61	56		46		
MUL	70	71	40	70	79	75	58				
WHT	61	61	49	73	73	58	57		54		
FRL	54	59	52	64	71	63	48		48		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase proficiency of lowest quartile students in ELA
Rationale	After reviewing FSA assessment data and meeting with ELA teachers, this was identified as a whole school area of weakness. From the previous year, we dropped 1% with our ELA lowest quartile students. Even though we were 1% higher than the district average and 2% higher than the state average, we felt like there are still gains to be made in this area. When looking at our subgroup populations, we noticed that our subgroup populations other than African American students are either at the same percentage as the school/district/state or higher. Also our Hispanic subgroup percentage went down from 63% in 2017 to 49% in 2018.
Intended Outcome	By the 2019 school year, the percent proficient on the FSA ELA lowest quartile will increase from 49% to 53%.
Point Person	Paula Cimillo (paula.cimillo@sarasotacountyschools.net)

Action Step	
Description	Teachers will participate in on-going professional development centered around iReady use, management, and data collection as well as instructional strategies based on Jon Saphier's The Skillful Teacher and John Hattie's Visible Learning high-yield effect size strategies. School-wide iReady competitions and rewards to motivate students in completing iReady lessons. ELA and ILA collaborative planning times aligned. ESOL students are double blocked in a ELA/Reading class with ESOL teacher. Students who performed in the level 1 on FSA ELA are scheduled in ILA class. Students who performed level 2 on FSA ELA are placed with a Reading endorsed teacher. Co-teaching Instructional Practices training offered for teachers that are in co-teaching classrooms. Disciplinary Literacy professional development and strategies for grade 6 teachers. Strategic scheduling for lower quartile ELA students. Monitor iReady data of African American and Hispanic subgroup populations to determine any additional interventions specific to student. Students in ELA lower quartile are given a ELA teacher during their iReady period. Friday Night School offered each week for students needing additional help as well as assignment completion.
Person Responsible	Paula Cimillo (paula.cimillo@sarasotacountyschools.net)

Plan to Monitor Effectiveness	

Description	Use of iReady to monitor students in the lower quartile. Data chats with students and teachers regarding student performance. Classroom walkthroughs and support from district middle school ELA program specialist.
Person Responsible	Paula Cimillo (paula.cimillo@sarasotacountyschools.net)

Activity #2	
Title	Increase percentage of whole school learning gains in ELA
Rationale	After reviewing FSA assessment data and meeting with ELA teachers, this was identified as a whole school area of weakness. Specifically, 7th grade ELA had the greatest decline from the previous year at 10%. ELA learning gains were 2% below the state average. 7th grade ELA was 2% below the state average. When looking at our subgroup populations, all subgroups with the exception of Asian and Multiracial were below our whole school achievement. This supports us in focusing on this goal as a whole for all students.
Intended Outcome	By the 2019 school year, the percent proficient on the FSA ELA learning gains will increase from 52% to 56%.
Point Person	Paula Cimillo (paula.cimillo@sarasotacountyschools.net)

Action Step	
Description	Teachers will participate in on-going professional development centered around iReady use, management, and data collection as well as instructional strategies based on Jon Saphier's The Skillful Teacher and John Hattie's Visible Learning high-yield effect size strategies. School-wide iReady competitions and rewards to motivate students in completing iReady lessons. ELA and ILA collaborative planning times aligned. ESOL students are double blocked in a ELA/Reading class with ESOL teacher. ELA teachers assess students through iReady Standards Mastery given during class in order to help monitor students' progress. Co-teaching Instructional Practices training offered for teachers that are in co-teaching classrooms. Program specialist provided training on integration of knowledge and ideas FSA strand. Disciplinary Literacy professional development and strategies for grade 6 teachers. Friday Night School offered each week for students needing additional help as well as assignment completion.
Person Responsible	Paula Cimillo (paula.cimillo@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Use of iReady to monitor students. Data chats with students and teachers regarding student performance. Classroom walkthroughs and support from district middle school ELA program specialist.
Person Responsible	Paula Cimillo (paula.cimillo@sarasotacountyschools.net)

Activity #3	
Title	Increase percentage of whole school learning gains in Math
Rationale	After reviewing FSA assessment data and meeting with Math teachers, this was identified as a whole school area of weakness. Specifically, 8th grade Math had the greatest decline from the previous year at 28%. 8th grade Math was 5% below the state average. When looking at our subgroup population, our students with disabilities was 12% below the school percentage while all other subgroups were 1% below or higher than the school percentage.
Intended Outcome	By the 2019 school year, the percent proficient on the FSA Math learning gains will increase from 64% to 68%.
Point Person	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Action Step	
Description	Teachers will participate in on-going professional development centered around iReady use, management, and data collection as well as instructional strategies based on Jon Saphier's The Skillful Teacher and John Hattie's Visible Learning high-yield effect size strategies. School-wide iReady competitions and rewards to motivate students in completing iReady lessons. Math department collaborative planning times aligned so that teachers can plan vertically and with grade level. Co-teaching Instructional Practices training offered for teachers that are in co-teaching classrooms. Strategic scheduling for Math including lower quartile and advanced students. Students scoring a certain score on FSA are placed in Advance Math classes. Aimed to schedule students in the lower quartile in a co-teaching Math classroom. Advanced students are placed with an Encore or Science or Social Studies teacher during iReady. Lower quartile Math students are placed with a Math teacher during iReady. Math teachers assess students through iReady Standards Mastery given during class in order to help monitor students' progress. 7th grade Math teachers participate in Math Mindset professional development/instructional rounds incorporating best practices for collaborative tasks. Program specialist provided training on how to use TI's. Math tutoring offered morning and afternoon. Teachers also can pull students out of Encore classes one time per week for individual/small group skills support. Friday Night School offered each week for students needing additional help as well as assignment completion.
Person Responsible	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Plan to Monitor Effectiveness	

Description

Use of iReady to monitor students. Data chats with students and teachers regarding student performance. Classroom walkthroughs and support from district middle school Math program specialist.

Person Responsible

Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Activity #4	
Title	Increase proficiency of lowest quartile students in Math
Rationale	After reviewing FSA assessment data and meeting with Math teachers, this was identified as a whole school area of weakness. We dropped 7% from the previous year with our Math lower quartile students. We were also 7% below the district average. When looking at our subgroup populations, our students with disabilities were 9% below the school wide percentage.
Intended Outcome	By the 2019 school year, the percent proficient on the FSA Math lowest quartile will increase from 54% to 58%.
Point Person	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Action Step	
Description	Teachers will participate in on-going professional development centered around iReady use, management, and data collection as well as instructional strategies based on Jon Saphier's The Skillful Teacher and John Hattie's Visible Learning high-yield effect size strategies.

School-wide iReady competitions and rewards to motivate students in completing iReady lessons.

Math department collaborative planning times aligned so that teachers can plan vertically and with grade level.

Co-teaching Instructional Practices training offered for teachers that are in co-teaching classrooms.

ESE Math teachers are working to address additional skills needed in small group pull out within inclusion classes.

Strategic scheduling for lower quartile Math students. Aimed to schedule students in the lower quartile in a co-teaching Math classroom.

Students in Math lower quartile are given a Math teacher during their iReady period.

7th grade Math teachers participate in professional development/instructional rounds incorporating best practices for collaborative tasks.

Math tutoring offered morning and afternoon. Teachers also can pull students out of Encore classes one time per week for individual/small group skills support.

Friday Night School offered each week for students needing additional help as well as assignment completion. |
| **Person Responsible** | Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net) |

Plan to Monitor Effectiveness	
Description	Use of iReady to monitor students in lowest quartile. Data chats with students and teachers regarding student performance. Classroom walkthroughs and support from district middle school Math program specialist.

Person Responsible	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Activity #5	
Title	Increase proficiency in Science achievement
Rationale	After reviewing FSA assessment data and meeting with Science teachers, this was identified as a whole school area of weakness. Science achievement was 11% below the district average and 1% below the state average. When looking at our subgroup populations, most subgroups are falling below our school percentage. This is why we are addressing this as a whole school.
Intended Outcome	By the 2019 school year, the percent proficient on the FSA Science achievement will increase from 51% to 55%.
Point Person	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Action Step	
Description	Teachers will participate in on-going professional development centered around Techbook as well as instructional strategies based on Jon Saphier's The Skillful Teacher and John Hattie's Visible Learning high-yield effect size strategies. Purchase IXL Science as an additional instructional and review tool. Purchase Gizmo as additional instructional material. Disciplinary Literacy professional development and strategies for grade 6 teachers. Hold Science Blitz review after school leading up to the FSA. ILA teacher supports 8th grade Science through reading passages and academic vocabulary use which will help support our SWD subgroup. ELL teacher and aide will help support Science vocabulary with ELL students. Program specialist provided training on how to use TI's. Science TechBook training. Friday Night School offered each week for students needing additional help as well as assignment completion.
Person Responsible	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Use of IXL to monitor students. Data chats with students and teachers regarding student performance. Classroom walkthroughs and support from district middle school Science program specialist. Assess students using the district unit assessments.
Person Responsible	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)

Activity #6	
Title	Implement PBIS plan school wide with fidelity
Rationale	We noticed last year an increase in the number of students that were missing class because of misbehavior. We want to focus on rewarding positive behaviors. Our goal is to keep students in the classroom learning, reduce number of out of school suspensions, reduce the number of student incident referrals, and increase the percentage of students present at school. When looking at out of school suspension data, we had 161 incidents resulting in out of school suspension. Out of the 161 incidents, 35 incidents were by African American students, 25 incidents were by Hispanic students, and 101 incidents were by White or Multiracial students. Students with disabilities made up 48% of the out of school suspension incidents.
Intended Outcome	By the 2019 school year, we want to reduce our number of out of school suspensions and number of student incident referrals by 5% each.
Point Person	Derrick Stewart (derrick.stewart@sarasotacountyschools.net)

Action Step	
Description	Monitor the attendance and discipline data regularly. Discuss the data at SWST meetings and PBIS meetings. Daily attendance data visible at front desk for parents to see. Implement Civility Squad characteristics through our monthly reward stamp cards. Reward students bi-weekly for stamps earned on their Civility Squad characteristic of the month. Reward students quarterly for grades, attendance, iReady lessons passed, and Career, College, and Life Readiness lessons passed. Provided Trauma Informed Schools and Verbal Deescalation training during pre-service week for all staff. Providing CPI training for staff to sign up for (one offered in Fall, one offered in Spring). Create Kindness Club to promote kindness throughout the campus. Behavior Specialist and Guidance Counselors provide student refocus in order to get the students back in the classroom. After school detention assigned for students to keep them in class. Students can complete work during this time.
Person Responsible	Derrick Stewart (derrick.stewart@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Monitor attendance and discipline data. Collect data from Civility Squad stamp cards to see the number of stamps being given. Monitor number of students sent out of class. Monitor after school detention data.
Person Responsible	Derrick Stewart (derrick.stewart@sarasotacountyschools.net)

Part V: Budget

Total:	$29,000.00