2013-2014 SCHOOL IMPROVEMENT PLAN

Heron Creek Middle School

6501 W PRICE BLVD

North Port, FL 34291

941-480-3371

www.sarasotacountyschools.net/heroncreek

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	No	72%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	33%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Heron Creek Middle School

Principal
Michael James

School Advisory Council chair
Sherry Kujawski

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ashli Nilsson	Parent
Frances Bonagura	Classified Aide
Charlene Nixon	Parent
Cheryl Sousa	Parent
Elizabeth Alders	Community Member
Michael James	Principal
Kay Rampersad	Parent
Sherry Krug	Classified Aide
Jason Minneweber	Teacher
Jim Steiner	Teacher/Secretary
Cathy Chrisman	Classified/Vice President
Chris Owens	Parent/Teacher
Richelle Taylor-Harris	Community Member
Robert Nelson	Community Member
Jennnifer Weinberger	Teacher/Parent
Michael Costanza	Parent

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

We currently have 9 parents, three community members, four teachers, 3 classified staff members, the principal, and the assistant principal. The organization follows Roberts Rule of Order, we meet once a month (first Wednesday of each Month), and our goal is to support and improve academia on the campus.

Involvement of the SAC in the development of the SIP

Article III. Purpose
The purpose of the School Advisory Council/SDMT is to enhance school site including talking 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.

Activities of the SAC for the upcoming school year

Increase support and direction for the campus wide literacy focus through financial support and community support. SAC also decides on activities teachers may fund raise for and how to use the money to enhance the academic focus on campus. SAC ultimately approves the SIP to ensure our direction is based on school needs, and the monies we allocate meets the needs of those areas to be improved.

Projected use of school improvement funds, including the amount allocated to each project

In developing a school wide PD opportunity, 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 the teachers come up throughout the year, and the allocation needed.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michael James		
Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Master in Ed Leadership Secondary Education/ English

Performance Record

Mia Montgomery		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Master in Educational Leadership Science certified

Performance Record

Classroom Teachers

# of classroom teachers
62

 # receiving effective rating or higher
61, 98%

 # Highly Qualified Teachers
0%

 # certified in-field
63, 102%

 # ESOL endorsed
17, 27%

 # reading endorsed
8, 13%

 # with advanced degrees
41, 66%

 # National Board Certified
0, 0%

 # first-year teachers
14, 23%

 # with 1-5 years of experience
30, 48%

 # with 6-14 years of experience
25, 40%

 # with 15 or more years of experience
7, 11%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

6, 75%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Developing an internal mentoring system that support the district wide process that includes data chats on a monthly basis with the new teachers to ensure they are receiving the necessary supports campus aide. We have contacted several universities up North to advertise our positions.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We have a district wide mentoring program for all new teachers, and we are supporting the LTSs with mentors which is paid out of school funding. The mentors are trained through a district process to ensure they meet expectations. We make every effort to match the subject area, but if that does not work, we match grade level the best we care able.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Through our counseling office, 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 ESE students are supported with an additional support of our ESE Liaison who will directly work with the teachers, the students, and the parents to enrich the child's education. The consistent structures rely heavily on student data and subjective communication; we have now developed a math tutoring program, redefined math intensive with better data driven instruction, and redefined the reading department with drill down data meetings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Identify and communicate effective strategies, identify the necessary supports for the child and communicate those needs, and follow through with the effectiveness of the plan for each child.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Through the agenda, reports, and weekly meetings, the administrator processes the information to support the children. The additional steps occur through collaboration in PD opportunities and financial support.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data source is developing. Although much of the concentration is on FCAT levels, we are now defining the process to include student grades, attendance, benchmarks, and standards the students have not met through the sue of FAIR testing.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Through communication and partnerships, we are developing a better understanding of how data is used, what data is used, and what does the data mean or how can we support the children through the use of the data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Charles Elsey	ELA Teacher
Jason Linneweber	Dept Chair/Teacher
Michael James	Principal
Mia Montgomery	Assistant Principal

How the school-based LLT functions

The focus is on how to improve the elements of literacy and writing. We are developing a series of opportunities for students to practice their writing through the process of writing. We have developed a series of PD to support teachers in the shift of text complexity, reading for purpose and authenticity, and writing in response to reading.

Major initiatives of the LLT

Developing a sound understanding of meeting the needs of all students through the integration of reading and writing. We are writing in response to reading, and analyzing the thinking that is required in the process.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Through the lesson design, learning and engaging with Common Core rigorous expectations, developing more meaningful lessons that authentically meet the needs of the students, and supporting those students who are struggling through authentic, directed support.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

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. We have nine classrooms outfitted with project based environments that promote engagement through the use of technology.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The counselors personally meet with each student. We do an inventory as early as 6th grade to identify the potential track, communicate the importance of grade points averages, and provide a platform for students who are struggling to improve their academics.

Strategies for improving student readiness for the public postsecondary level

We support those students who are not achieving the proficiency through providing intervention in both math and reading.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	No	72%
American Indian				
Asian				
Black/African American	48%	41%	No	54%
Hispanic	67%	59%	No	70%
White	72%	66%	No	75%
English language learners	34%		No	41%
Students with disabilities	42%	13%	No	48%
Economically disadvantaged	65%	58%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	32%	33%
Students scoring at or above Achievement Level 4	259	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		31%
Students scoring at or above Level 7	10	63%	63%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	549	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	133	63%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	72%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	44%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	34%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	138	43%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	64%	No	74%
American Indian				
Asian				
Black/African American	55%	42%	No	60%
Hispanic	69%	60%	No	72%
White	73%	68%	No	76%
English language learners	60%		No	64%
Students with disabilities	39%	20%	No	45%
Economically disadvantaged	67%	61%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	267	31%	33%
Students scoring at or above Achievement Level 4	280	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	63%	63%
Students scoring at or above Level 7	[data excluded for privacy reasons]		19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	574	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	131	62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	70	8%	8%
Middle school performance on high school EOC and industry certifications	70	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		12%
Students scoring at or above Achievement Level 4	57	87%	89%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	26%	28%
Students scoring at or above Achievement Level 4	86	27%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	127		185
Participation in STEM-related experiences provided for students	127	32%	45%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	123	14%	20%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	3%	5%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	69	8%	7%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	123	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	221	25%	20%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

This year we have signed up over 93 parents to volunteer their time on campus. We also have developed a PTSO; we are still working out the plan, but we have the people in place. Our open house and family literacy nights are developed to support the literacy elements to promote the focus on students reading and the importance of literacy.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Volunteer Hours	0		10%

Area 10: Additional Targets

Additional targets for the school

Reduce Suspensions by 10%

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduction in Suspensions	114		10%

Goals Summary

G1.   Increase writing scores at the 8th grade level

G2.   Increase reading proficiency by 5% in all grades.

Goals Detail

G1. Increase writing scores at the 8th grade level

Targets Supported
- Writing

Resources Available to Support the Goal
- Professional development on writing, breaking the rubric to discernible chunks, students will write in response to everything they read, and increase the expectations of writing.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Increase reading proficiency by 5% in all grades.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Online resources, multiple PD resources, professional development for all staff, focus on reading and its process.

Targeted Barriers to Achieving the Goal
- Time and willingness to adjust to Common Core expectations.

Plan to Monitor Progress Toward the Goal

Monitor FAIR data

Person or Persons Responsible
all students

Target Dates or Schedule:
CLosing of fair windows

Evidence of Completion:
Increased success on fair testing data

Action Plan for Improvement

Problem Solving Key

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

G2. Increase reading proficiency by 5% in all grades.

G2.B1 Time and willingness to adjust to Common Core expectations.

G2.B1.S1 Work through SDMT to approve administration the opportunity to meet as a faculty to develop PD during faculty meetings.

Action Step 1

Meet with SDMT to share reason through data, and how we plan to meet the PD.

Person or Persons Responsible

Michael James and Mia Montgomery

Target Dates or Schedule

SDMT meeting and faculty meetings

Evidence of Completion

SAC approved allowance to provide professional development during faculty meeting. The faculty meetings have focused areas to support the student initiatives.

Facilitator:

Michael James

Participants:

Whole Staff

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

Monitor reading PD.

Person or Persons Responsible

All staff will be observed by Administration

Target Dates or Schedule

Throughout each month.

Evidence of Completion

increase in rigor in the reading classroom.

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The nutrition program has develop a better understanding and opportunity for our students eat 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.

Supporting our ESOL students have provided them a learning environment that is safe and supportive. We have demand more of a safe, supportive student, and through the funds we can provide that for our students.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase reading proficiency by 5% in all grades.

G2.B1 Time and willingness to adjust to Common Core expectations.

G2.B1.S1 Work through SDMT to approve administration the opportunity to meet as a faculty to develop PD during faculty meetings.

PD Opportunity 1

Meet with SDMT to share reason through data, and how we plan to meet the PD.

Facilitator

Michael James

Participants

Whole Staff

Target Dates or Schedule

SDMT meeting and faculty meetings

Evidence of Completion

SAC approved allowance to provide professional development during faculty meeting. The faculty meetings have focused areas to support the student initiatives.

Appendix 2: Budget to Support School Improvement Goals