

Sarasota County Schools

Heron Creek Middle School



2021-22 Schoolwide Improvement Plan

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Heron Creek Middle School

6501 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/heroncreek

Demographics

Principal: Kristine Lawrence

Start Date for this Principal: 8/17/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	63%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lawrence, Kristine	Principal	Develops, leads, evaluates, and facilitates data-based decision-making, ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities. Develops master schedule and interventions within the schedule.
Idoyaga, Eric	Assistant Principal	Assists with the screening and early intervention programs for at-risk students in reading; responsible for progress monitoring through data collection, data analysis, professional development and intervention approaches. Helps to develop master schedule and interventions within the schedule. Provides information about core content, identifies and analyzes key student data points to assist with Tier 1 and Tier 2 interventions within the classroom.
Steiner, Jim	Instructional Coach	Assists with the screening and early intervention programs for at-risk students in reading; assists with progress monitoring and data collection, works with administration on master scheduling. Helps support student achievement through academic assistance/homework help.
Purcell, Kevin	Teacher, ESE	As Behavior Specialist, he works with student support services personnel and provides services and expertise on issues ranging from intervention with groups of students to individual students. Assists with PBIS initiatives and provides assistance with behavioral data and progress monitoring. Helps support student achievement through academic assistance/homework help. Provides CPI and Intervention training for all staff.
Waterhouse, Kim	Teacher, ESE	Participates in data collection, assists and collaborates with ESE teachers, maintains accuracy of SWD goals and compliance.
Ryan, Heather	School Counselor	Supports the team regarding interventions, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, supports family and home/school communication, addresses academic, social, and emotional needs of all students and provides overall student support.
Williams, Shenie	School Counselor	Supports the team regarding interventions, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, supports family and home/school communication, addresses academic, social, and emotional needs of all students and provides overall student support.

Name	Position Title	Job Duties and Responsibilities
Pizano, Carolina	Paraprofessional	Provides targeted assistance to students and teachers in the implementation College and Career Readiness standards. Helps support student achievement through academic assistance/homework help. Assists with the screening and early intervention programs for at-risk students in reading.
Gross, Cindy	Assistant Principal	Leads student support services personnel on issues ranging from intervention with groups of students to individual students. Leads PBIS initiatives and monitors behavioral data of student discipline and attendance. Provides information about core content, identifies and analyzes key student data points to assist with Tier 1 and Tier 2 interventions within the classroom. Leads and monitors school health and safety policies and procedures.
Bailey, Tiffany	Reading Coach	Works to support our campus through assistance with reading data analysis, student testing, and support and coaching for our Intensive Reading Teachers. Additionally, Heron Creek is piloting a new Intensive Reading program this year and Tiffany is assisting our teachers with the implementation.

Demographic Information

Principal start date

Thursday 8/17/2017, Kristine Lawrence

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

835

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems**2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	244	287	304	0	0	0	0	835
Attendance below 90 percent	0	0	0	0	0	0	16	25	3	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	7	22	22	0	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	37	49	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	39	55	0	0	0	0	141
Number of students with a substantial reading deficiency	0	0	0	0	0	0	64	112	115	0	0	0	0	291

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	39	4	56	0	0	0	0	99

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
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	269	283	292	0	0	0	0	844
Attendance below 90 percent	0	0	0	0	0	0	18	29	34	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	11	38	37	0	0	0	0	86
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	37	46	0	0	0	0	124
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	40	55	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	38	46	56	0	0	0	0	140

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	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	269	283	292	0	0	0	0	844
Attendance below 90 percent	0	0	0	0	0	0	18	29	34	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	11	38	37	0	0	0	0	86
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	37	46	0	0	0	0	124
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	40	55	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	38	46	56	0	0	0	0	140

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	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	64%	54%	55%	63%	53%
ELA Learning Gains				55%	58%	54%	52%	57%	54%
ELA Lowest 25th Percentile				44%	50%	47%	49%	48%	47%
Math Achievement				66%	74%	58%	67%	74%	58%
Math Learning Gains				57%	66%	57%	64%	67%	57%
Math Lowest 25th Percentile				48%	56%	51%	54%	61%	51%
Science Achievement				56%	61%	51%	51%	62%	52%
Social Studies Achievement				76%	85%	72%	74%	78%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	56%	63%	-7%	54%	2%
Cohort Comparison						
07	2021					
	2019	55%	64%	-9%	52%	3%
Cohort Comparison		-56%				
08	2021					
	2019	54%	66%	-12%	56%	-2%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	67%	-17%	55%	-5%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	73%	-5%	54%	14%
Cohort Comparison		-50%				
08	2021					
	2019	50%	65%	-15%	46%	4%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	54%	62%	-8%	48%	6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	85%	-9%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	73%	20%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For English Language Arts and Mathematics the i-Ready progress monitoring software was used to compile the data below. Note: 8th grade data only included the Fall data for all students as accelerated students did not participate in the Winter and Spring assessments. Civics and Science used the district developed Bench Mark Assessments for the data listed below.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	36	41
	Economically Disadvantaged	33	35	53
	Students With Disabilities	9	3	5
	English Language Learners	0	8	41
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	33	41
	Economically Disadvantaged	32	40	52
	Students With Disabilities	5	3	8
	English Language Learners	18	18	18

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	40	49
	Economically Disadvantaged	31	34	32
	Students With Disabilities	9	9	13
	English Language Learners	8	8	31
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	23	47
	Economically Disadvantaged	25	26	28
	Students With Disabilities	4	7	13
	English Language Learners	0	0	20
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	68	79
	Economically Disadvantaged	n/a	n/a	50
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	39	51
	Economically Disadvantaged	38	43	46
	Students With Disabilities	6	4	15
	English Language Learners	12	12	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	n/a	n/a
	Economically Disadvantaged	29	31	38
	Students With Disabilities	2	0	8
	English Language Learners	18	18	18
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	72	70
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	35	33	26	41	43	15	37	30		
ELL	43	56	50	55	62	59	28	56	82		
ASN	82	67		94	75						
BLK	48	47	8	41	40	32	57	67	62		
HSP	51	54	46	56	56	68	53	80	78		
MUL	47	48	47	46	51	59	40	76	68		
WHT	54	55	46	57	48	49	53	77	73		
FRL	47	50	41	50	47	51	50	78	68		
2019 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 2017-18	C & C Accel 2017-18
SWD	22	39	36	33	52	51	23	41	23		
ELL	22	51	54	46	67	58	30	40			

2019 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 2017-18	C & C Accel 2017-18
ASN	79	79		93	71						
BLK	46	50	46	54	47	33	32	67	50		
HSP	57	52	45	65	57	53	58	73	61		
MUL	54	51	53	61	53	42	47	69	62		
WHT	60	57	42	69	59	51	59	80	79		
FRL	54	52	42	62	55	46	53	74	63		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As a result of the impacts related to COVID-19 and the associated instructional continuity challenges related to the various modalities negatively impacted Reading, Math, and Science proficiency and learning gains. Conversely, our students in the lower 25% for both Reading and Math along with Social Studies and Acceleration subjects remained the same or showed some gains related to learning gains and proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities continues to be the subgroup that needs the greatest improvement at HCMS. A large portion of this subgroup are also in the school's lower 25% which negatively impacts two reporting categories in both Reading and Math. This area of need is also the only ESSA subgroup where HCMS did not meet the 41% or above threshold.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Instructionally during the 2020-21 school year multiple factors such as the various modalities of instruction, negative impacts of COVID-19, students being quarantined leading to gaps in instruction, and historical academic achievement challenges related to this subgroup are all factors that contributed to this current focus for improvement.

Some of these negative factors are still present and to better mitigate these challenges the plan has 3 layers of support for both Reading and Math. The first is to ensure they are appropriately placed in reading and math courses that provide targeted instruction using research based instructional practices. Next, the focus is to more closely progress monitor this subgroup to ensure progress is being achieved. Lastly, HCMS will create additional support scaffolding programs that will provide ongoing support on various of levels.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our students in the lower 25% for math showed the greatest gains up five percent over the prior 2019 assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategies that were implemented which led to the increase in Math from 46% to 51% making learning gains in the lower 25% included: Domain and Standards Tracking practices within the

content area, with both formative and summative assessments and continues progress monitoring using i-Ready. Teachers also collaboratively planned standards based lessons, used i-Ready standards mastery to monitor and track student progress in order to implement supported lessons for students not making progress.

What strategies will need to be implemented in order to accelerate learning?

With the recognition of the challenges faced in the 2020-21 school year HCMS will implement the following strategies that target reading instruction with various researched based instructional programs. Instructional programs such as CommonLit 360, Rewards, Rewards plus, and the implementation of the district's new Comprehensive Evidence-Based Reading Plan. For math the focus is to continue to support student growth and the acceleration of students. To help ensure this process an initial data analysis will be completed to appropriately place students and additional resources will be in utilized to support struggling students (i.e. ICP and Jump Start program).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning associated with acceleration learning strategies will include: Collective efficacy practices and data analysis of student achievement to include progress monitoring with a focus on researched based instructional practices during PLCs. Progress Monitoring Data Chats where both reading and math data is collectively analyzed using i-Ready Assessment data to target and drive instructional decisions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will include the implementation of the School's Instructional Continuity Plan, the Jump Start program to support ESE students and students in the math acceleration tracks, Friday Night School for continued support beyond the classroom, Wednesday Work Lab for additional support during the school day, the new Comprehensive Evidence-Based Reading plan to drive strategic planning and decision making related to HCMS's Intensive Reading programs. Opportunities to provide professional development for teachers and staff to support researched based instructional best practices both at the school and district levels which will be ongoing throughout the year. These Professional Development Opportunities' will focus on Small group targeted instruction, Differentiated Instruction, and building a culture of belonging.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Addressing individual student needs continues to be an area of focus for our school as research shows that this greatly impacts student achievement particularly in the area of learning gains in Reading. In order to more positively impact overall proficiency of Reading at HCMS it is imperative that learning gains for all students below grade level remains a primary focus with the goal of achieving on or above grade level proficiency. This is an area of concern that the School has identified working with the Leadership Team, Literacy Team, and ELA department as we analyzed our assessment data over time.</p> <p>Additional ongoing factors that are also contributing to this area of focus relate to the 2020-21 school year and the unique challenges associated with them included the various modalities of instruction, negative impacts of COVID-19, students being quarantined all leading to gaps in instruction, learning, and academic achievement. Some of these negative factors are still present and to better mitigate these challenges the plan has 3 layers of support for Reading. The first is to ensure they are appropriately placed in reading courses that provide targeted instruction using research-based instructional practices. Next, the focus is to more closely progress monitor all students in the various subgroups to ensure progress is being achieved. Lastly, HCMS will create additional support scaffolding programs that will provide additional support to address individual student needs.</p>
Measurable Outcome:	By the 2021-2022 school year, Heron Creek Middle School will increase Reading Learning Gains from 55% to 59% and increase Reading Proficiency from 53% to 58%.
Monitoring:	<p>Progress monitoring of students will primarily be done using the i-Ready instructional software. Progress monitoring is accomplished using assessments focused on grade level standards in reading during the spring, winter, and fall. Student progress is also tracked as students complete lessons at both their level and at grade level. ELA Teachers monitor their progress and target their academic needs and are able to change the student's learning path to best address those individual needs. Additional monitoring is also layered in through our Intensive Reading classes and in our Co-Teach ELA classes where students who are below grade level are tracked and supported by an ESE certified and/or Reading Indorsed Teacher.</p>
Person responsible for monitoring outcome:	Kristine Lawrence (kristine.lawrence@sarasotacountyschools.net)
Evidence-based Strategy:	Differentiated Instruction is an instructional strategy that has a wealth of evidence-based research and data aligned to its positive impacts on student achievement. It is the basis of our MTSS-RTI process where students are supported based on their individual needs. To better address individual student needs in Reading HCMS has layered in multiple support options based on the individual student's learning needs. HCMS also continues to develop collective efficacy practices through PLCs that allow for ongoing collaboration of ELA and IR teachers with other subjects to analyze student data and then determine high impact instructional strategies that will positively impact student achievement.
Rationale for Evidence-based Strategy:	We will use the Rewards Reading Program to support students at the K-3 grade reading level. Students above level 3 but below grade level will either be in an Intensive Reading class with targeted instruction using the CommonLit 360 program and/or in a co-Teach ELA classroom with a certified reading teacher. We hope that by identifying and implementing reading and writing strategies within the ELA classroom, our students below grade level will improve in their reading achievement. Teachers will use shared disciplinary resources and reading scaffolds in their lessons to support students in their co-Teach core classes. The

purpose of this is to create redundancy in monitoring efforts to ensure support and progress is being made and if progress is not being achieved the appropriate instructional adjustments can be made as a collective effort.

Action Steps to Implement

Utilize i-Ready data to progress monitor and identify students performing between the K-3 level on phonemic awareness; provide an opportunity for additional diagnostic, and place identified students into a Tier 3 reading, intensive instructional intervention class (Rewards). Students K-2 that are identified ELL are utilizing the Just Words Reading Program in their Reading class.

Person Responsible Tiffany Bailey (tiffany.bailey@sarasotacountyschools.net)

Continue intensive targeted support by reading endorsed staff for students reading below level (scoring Level 1 and Level 2 on FSA) while allowing opportunities for reading staff to communicate with content area peers about specific reading interventions.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Utilizing advisory class where students work in i-Ready to address learning gaps in Reading through the completion of targeted lessons generated by the i-Ready ongoing progress monitoring assessments.

Person Responsible Jim Steiner (jim.steiner@sarasotacountyschools.net)

Allocate additional support staff for Work Lab Wednesday and certified teachers for Friday Night School to offer intervention support for students struggling with reading based assignments.

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

Coordination of the Jump Start Program component which will identify students for small group intervention instruction based on i-Ready reading lessons which will be provided by school support staff/paraprofessionals.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Facilitate ongoing opportunities for Professional Development related to DI and small group instructional Best Practices.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Jump Start allocations to provide certified teachers for Friday Night School to offer intervention support for students struggling with reading based assignments.

Person Responsible Kevin Purcell (kevin.purcell@sarasotacountyschools.net)

Support Teachers in their ELA and IR PLCs to ensure the time, resources, professional development, and support is provided to analyze data and develop high impact instructional strategies that will positively impact student achievement.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

An area of focus for HCMS continues to be Learning Gains for students with disabilities in Reading. Knowing that these students are often times also in our Lower 25% puts additional emphasis on their academic success. Learning gains for the school's SWDs continue to be below the School's and District's, learning gains and in order to move from a Targeted and Intervention Supported School we must make a minimum of 5% gains for the School's students in this subgroup. Additionally, as we look to close the achievement gap making learning gains is a priority for our SWDs as we look to decrease this gap of 58% and 39% which will also have a positive impact on SWDs reaching proficiency.

Measurable Outcome:

The goal for Students with Disabilities is to make progressive learning gains over time that will put them on track to proficiency. For the 2021-22 SY the goal is for the subgroup to increase from 36% of SWDs making learning gains to 41% or above making learning gains in Reading.

Monitoring:

At HCMS we progress monitor students using the i-Ready instructional software. Progress monitoring is accomplished using assessments focused on grade level standards in Reading given during the spring, winter, and fall. Student progress is also tracked as students complete lessons at both their level and at grade level. ELA Teachers monitor their progress and target their academic needs and are able to change the student's learning path to best address those individual needs. SWDs in Intensive Reading classes are also monitored as they progress through one of the following Intensive Reading programs, Rewards, Rewards Plus, or the CommonLit 360. A selected group of students will also receive additional monitoring via the Jump Start Program. In this program small groups of students (5 or less) are tracked and supported as they receive targeted instruction..

Person responsible for monitoring outcome:

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Evidence-based Strategy:

Strategies to include: Students with disabilities scoring at the K-3 reading level on iReady will be scheduled into the Rewards reading program. A school-wide paraprofessional has been assigned to support reading classes, specifically to work with SWDs. Students with Disabilities have been scheduled strategically in an iReady advisory class period with an ESE teacher in order to monitor their daily/weekly instructional progress. Additionally, through the JumpStart program we identified a group of SWD students that are near proficiency and then create and implement small group instruction targeting areas of need.

Rationale for Evidence-based Strategy:

In order to better address and track the Learning Gains and achievement gaps of students with disabilities, we will monitor their iReady progress, both in their lessons passed, standards mastery progress along with the three progress monitoring assessments given in Fall, Winter, and Spring to identify areas of weakness for specific FSA tested domains. SWDs scoring a Level 1 and Low Level 2 are scheduled into a Reading class and an inclusion co-teaching class with two teachers. Students reading at the third grade level will be provided specific interventions within their reading instruction on phonemic awareness, phonics and decoding. Additionally the Jump Start program's small group instruction will provide targeted lessons where continuous feedback (ES=.75) will provide an ongoing high impact strategy for those students.

Action Steps to Implement

Utilize i-Ready data to progress monitor and identify students needing targeted support, including students performing between the K-3 level on phonemic awareness; providing an opportunity for additional assessment and placement into a Tier 3 Reading instructional intervention program (Rewards) and/or

groups within the reading classrooms.

Person Responsible Tiffany Bailey (tiffany.bailey@sarasotacountyschools.net)

Targeted support by reading endorsed staff to provide scaffolded lessons and specific strategies to students scoring a Level 1 and Level 2 on FSA; including opportunities for staff to communicate with peers about specific reading interventions (Strategic Instruction Model SIM) Strategies for students in this subgroup.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Allocate additional support staff for Work Lab Wednesday and certified teachers for Friday Night School to offer intervention support for students struggling with reading based assignments.

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

Coordination of the Jump Star Program to support a group of selected SWDs who are near proficiency utilizing small group instruction to provide targeted intervention in reading using i-Ready lessons and toolbox resources.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Facilitate ongoing opportunities for Professional Development related to DI and small group instructional Best Practices.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Math Acceleration is part of the District's Strategic Plan and it is also an area of focus for HCMS school. Our most current assessment data related to the proficiency of our students in Algebra and Geometry for the 2020-21 school year was 78% and 100% respectively. To continue that trend and achieve 80% proficiency in Algebra and maintain a 100% proficiency in Geometry it is imperative we continue to analyze student data to plan and evaluate instructional practices, placement strategies, and student supports. The HCMS acceleration plan includes tracking students into Math advanced placement tracks that facilitate the progression into Algebra and Geometry. The school is also looking to support any 8th grader with an FSA Math Level 3 or better that will be tracked into Algebra 1 and will need scaffolding and support to ensure success. .

Measurable Outcome:

By the year 2022, there will be a minimum of two-percentage point increase from 78% to 80% for Algebra proficiency and to maintain 100% proficiency in Geometry.

Monitoring:

Teachers will monitor using a variety of instructional resources; i-Ready AP1 assessment data to identify basic math skill deficiencies, formative and summative assessments, IXL targeted lessons, and USA test-prep District Bench Mark assessments. For students in 6th and 7th Math advanced placements ongoing utilization of I-Ready and IXL will also be utilized for progress monitoring of students.

Person responsible for monitoring outcome:

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Evidence-based Strategy:

Educational research clearly demonstrates that Acceleration, Differentiated Instructional Practices and targeted Small Group instruction are high impact strategies . These are the evidence-based strategies that will be the foundation for supporting our students at the classroom level and in our before and after school support and tutoring programs (Jump Start program).

Rationale for Evidence-based Strategy:

Expectations and research is clear that one of the best strategies to positively impact student learning is to work with students utilizing small group instruction particularly when the student is struggling with the content. In math working with students one on one or in small groups is invaluable. This can be accomplished in the classroom implementing Differentiated Instructional strategies. Out side the classroom teachers can pull small groups during their advisory period to again target small group remediation. Outside the school day we have options and opportunities for students to receive small group DI utilizing our Jump Start program where the Teachers are all certified in Math Instructions.

Action Steps to Implement

Utilize i-Ready data, including formative and summative standards mastery to progress monitor and identify students deficiencies in math skills and concepts.

Person Responsible

Jim Steiner (jim.steiner@sarasotacountyschools.net)

Utilizing advisory class to target accelerated students that need additional support to address learning gaps related to accelerated Math concepts and skills.

Person Responsible

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Coordination of the Jump Star Program component which will target accelerated students that need additional support to address learning gaps related to accelerated Math concepts and skills. The program will be available to students before and after school.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Facilitate ongoing opportunities for Professional Development related to DI and small group instructional Best Practices.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: For students at Heron Creek Middle, we strive to shape INCLUSIVE ENVIRONMENTS intentionally designed to foster a sense of BELONGING by honoring the DIGNITY of everyone. Research shows constructive teacher student relationships have a large and positive impact on students' academic results. The quality and nature of the relationship the teacher has with the students has a larger effect on their academic results than socio-economic status or professional development. When students feel connected in a positive way to their school environment, achievement increases.

Measurable Outcome: By the year 2021, HCMS will decrease referrals in diverse student population including ESE, minority, and ELL by 10 percentage points.

Monitoring: Weekly discipline data, Parent university/involvement survey, teacher/parent feedback, student feedback, Small group instruction and classroom guidance focused on equity and diversity.

Person responsible for monitoring outcome: Cindy Gross (cindy.gross@sarasotacountyschools.net)

Evidence-based Strategy: Research shows constructive teacher student relationships have a large and positive impact on students' academic results. The quality and nature of the relationship the teacher has with the students has a larger effect on their academic results than socio-economic status or professional development. When students feel connected in a positive way to their school environment, achievement increases.

Rationale for Evidence-based Strategy: Visible Learning and High-Impact Teaching Strategies - John Hattie

Action Steps to Implement

Guidance counselors will provide classroom guidance and small group instruction to improve behaviors and to positively impact student learning.

Person Responsible Shenie Williams (shenie.williams@sarasotacountyschools.net)

Monthly Parent University to address needs of student with differentiated learning styles

Person Responsible Kim Waterhouse (kim.waterhouse@sarasotacountyschools.net)

Parent Training PBIS to encourage parents in partnering with the school in implementing positive behavior strategies

Person Responsible Kevin Purcell (kevin.purcell@sarasotacountyschools.net)

Parent university for parents of ELL students to facilitate their ongoing involvement in the education process.

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

Ongoing teacher training/professional development to address PBIS needs based on monthly behavior data.

Person Responsible Kevin Purcell (kevin.purcell@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

At Heron Creek Middle a continued focus on ensuring every student makes a learning gain in Math is one of the school's major priorities. This is an area of concern that the School has identified working with the Leadership Team and Math department as we analyzed our assessment data over time. Research shows addressing individual student needs greatly impacts student achievement as it relates to individual learning gains. With an instructional emphasis on differentiation and small group instruction the goal is that every student achieves a Math learning gain. As part of this philosophy and with an awareness of the students below grade level proficiency it is imperative that learning gains for this group of students remains a primary focus. The goal for these students is to achieve on or above grade level proficiency through learning gains which will also increase the overall levels of proficiency of the school.

Measurable Outcome:

By the 2021-2022 school year, Heron Creek Middle School will increase Learning Gains in Math from 50% to 57% and increase Math Proficiency from 55% to 66%.

Monitoring:

Progress monitor of students will primarily be done using the i-Ready instructional software. Progress monitoring is accomplished using assessments focused on grade level standards in Math during the spring, winter, and fall. Student progress is also tracked as students complete lessons at both their level and at grade level. Math Teachers monitor their progress and target their academic needs and are able to change the student's learning path to best address those individual needs. Additional monitoring and support is also layered in through the School's Co-Teach Math instructional model where SWDs who are below grade level are tracked and supported by an ESE Certified Teacher as part of the Co-Teach model to ensure Learning Gains are achieved for all students.

Person responsible for monitoring outcome:

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Evidence-based Strategy:

Differentiated Instruction and Small Group Instruction are instructional strategies that has a wealth of evidence-based research and data aligned to it's positive impacts on student achievement. It is the basis of our MTSS-RTI process where students are supported based on their individual needs. To better address individual student needs in Math HCMS will layer in multiple support options based on the individual student's learning needs. HCMS also continues to develop collective efficacy practices through PLCs that allow for ongoing collaboration of Math teachers to analyze student data and then determine high impact instructional strategies that will positively impact student achievement.

Rationale for Evidence-based Strategy:

Utilizing Differentiated Instruction and Small Groups in a co-Teach Math classroom with a certified math and ESE teacher working together to target areas of need through data analysis. Once student needs are identified then teachers can setup small groups and utilize DI to ensure individual student needs are being addressed. Teachers will also use shared disciplinary resources and math scaffolds in their lessons to support students in their Co-Teach core classes. The purpose of this is to create redundancy in monitoring efforts to ensure support and progress is being made and if progress is not being achieved the appropriate instructional adjustments can be made as a collective effort.

Action Steps to Implement

Utilize i-Ready program during advisory class to address any gaps in learning and to remediate those skills and concepts. The school will also utilize the data from the progress monitor assessments to identify students performing below grade level in Math where additional support can be facilitated during advisory period to create small groups and target areas of need by scheduling them with a certified math teacher.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Allocate additional support staff for Work Lab Wednesday and certified teachers for Friday Night School to offer intervention support for students struggling with Math based assignments.

Person Responsible Jim Steiner (jim.steiner@sarasotacountyschools.net)

Coordination of the Jump Start Program component which will identify students for small group intervention instruction based on i-Ready math lessons to be provided by school support staff/ paraprofessionals.

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Jump Start allocations to provide certified teachers for Friday Night School to offer intervention support for students struggling with Math based assignments.

Person Responsible Kevin Purcell (kevin.purcell@sarasotacountyschools.net)

Support Teachers in their Math PLCs to ensure the time, resources, professional development, and support is provided to analyze data and develop high impact instructional strategies that will positively impact student achievement

Person Responsible Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Looking at our Early Warning Systems data of students having 2 or more indicators, our Students with Disabilities (SWD) make up a large percentage of that group, which makes up our Lowest 25%. Utilizing our support staff/leadership team, we will address student needs by aligning the appropriate support system for individual students within that group. Our PBIS program helps to proactively identify student's behavioral, attendance and social emotional needs, and also helps to support their acadmic progress by aligning their needs to targeted school-based supports (ie: PRIDE Room, behavior tech, SEL counselor, guidance, SWST, Social and Truancy Worker, Administration contacts for Remote leaners)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At HCMS students and staff display PRIDE by demonstrating civility throughout the campus. The School also incorporates the use of the CHAMPS system of behavioral expectations along with our District's Civility Squad Character Traits as part of the Positive Behavior Support Plan that assists to increase in academic performance while clearly communicating behavioral expectations and establishing a positive school culture. The PBS plan also includes supports that addresses individual student needs through the use of the Multi-Tiered System of Supports and RTI process which develops targeted intervention that best support student needs both academically and/or behaviorally. Both the CHAMPS and the MTSS-RTI programs are researched and evidence-based strategies.

The school's PBS program is centered around displaying and demonstrating PRIDE which stands for being Prepared, Responsible, In Control, Determined to Succeed, and to Earn and Give Respect. These PRIDE expectations are also tied to the Civility Character Traits of Paying Attention, Listening, Speaking Kindly, Saying Thank You, Keeping Your Cool, Rediscovering Silence, Staying Positive, Making a Difference, Accepting Others, and Respecting Others which are promoted monthly to all school stakeholders. The CHAMPS program then provides an additional layer of specific behavioral expectations tied to an activity and/or area of the school such as the classroom, hallways, cafeteria, etc. Teachers and staff practice and teach these expectations and the school promotes and posts messaging that is consistent throughout the campus so students can quickly reference appropriate behavior expectations anytime during the school day and in all areas. This communicates to our students how they should behave and interact with other students and staff. All Teachers and staff members use the expectations and traits as the basis for rewarding students for exhibiting Pride behaviors. The school has also developed a PRIDE rubric for our remote learners that aligns and communicates positive behavior expectations for our remote students as well. The school also has a rewards system in place that provides for ongoing recognition of students exhibiting the PRIDE expectations where they are celebrated on a bi-monthly and quarterly basis.

The school also supports students on an individual level using the Multi-Tiered Systems of Supports – RTI process. The MTSS-RTI process and strategies assist to effectively address problem behaviors along with academic concerns using targeted interventions. Interventions and supports are developed using research-based strategies that are aligned to the student needs in collaboration with input from teachers, the SWST, and parents. If the concerns are academic, then the teacher works with colleges and district curriculum specialists to develop the most appropriate targeted intervention. For behavior concerns teachers work with our Behavior Specialist to develop interventions and strategies to best support the student needs. These behavioral interventions are then tied to our PBS plan whenever possible.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Kevin Purcell - Behavior specialist - as a behavior specialist, Mr. Purcell support student's and staff in implementing our school-wide PBIS plan with fidelity. He provides ongoing training and support to teachers and staff as well as student and parents by monitoring school-wide behavior data, implementation of MTSS research based interventions, school-wide student and teacher recognition programs, facilitation ongoing parent trainings, monitoring progress of students with individual behavior intervention plans, as well as after school behavior coaching for students.

Guidance Counselors - facilitate small group counseling, social- emotional learning through classroom guidance.

Teachers - facilitate school-wide positive behavior plan with fidelity on a daily basis, establishing positive and supportive relationships with students and families to encourage participation and involvement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$62,267.36
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1261 - Heron Creek Middle School	Other Federal		\$35,393.76
Notes: Notes Funding applies to all areas of focus.						
	5100	210-Retirement	1261 - Heron Creek Middle School	Other Federal		\$3,829.61
Notes: Notes Funding applies to all areas of focus.						
	5100	220-Social Security	1261 - Heron Creek Middle School	Other Federal		\$2,194.42
Notes: Notes Funding applies to all areas of focus.						
	5100	290-Other Employee Benefits	1261 - Heron Creek Middle School	Other Federal		\$867.15
Notes: Notes Funding applies to all areas of focus.						
	6400	120-Classroom Teachers	1261 - Heron Creek Middle School	Other Federal		\$1,081.36
Notes: Notes Funding applies to all areas of focus.						
	6400	210-Retirement	1261 - Heron Creek Middle School	Other Federal		\$117.00
Notes: Notes Funding applies to all areas of focus.						
	6400	220-Social Security	1261 - Heron Creek Middle School	Other Federal		\$67.04
Notes: Notes Funding applies to all areas of focus.						
	6400	290-Other Employee Benefits	1261 - Heron Creek Middle School	Other Federal		\$26.49
Notes: Notes Funding applies to all areas of focus.						
	6150	120-Classroom Teachers	1261 - Heron Creek Middle School	Other Federal		\$10,097.96
Notes: Notes Funding applies to all areas of focus.						

	6150	210-Retirement	1261 - Heron Creek Middle School	Other Federal		\$551.60
			Notes: Notes Funding applies to all areas of focus.			
	6150	220-Social Security	1261 - Heron Creek Middle School	Other Federal		\$316.07
			Notes: Notes Funding applies to all areas of focus.			
	6150	290-Other Employee Benefits	1261 - Heron Creek Middle School	Other Federal		\$124.90
			Notes: Notes Funding applies to all areas of focus.			
	7800	330-Travel	1261 - Heron Creek Middle School	Other Federal		\$7,600.00
			Notes: Notes Funding applies to all areas of focus.			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
					Total:	\$62,267.36