# Heron Creek Middle School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# 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: 8/30/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 77% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: B (56%)<br><br>2018-19: B (59%)<br><br>2017-18: B (59%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |
| * 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.](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) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | No | 77% |

| 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 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | 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 committed to empowering students through academic and social learning to be prepared for college and/or careers along with becoming socially responsible adults and life-long learners.

**Provide the school's vision statement.**

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

## School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| 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. |
| 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. |
| 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. |
| Waterhouse, Kim | Teacher, ESE | Participates in data collection, assists and collaborates with ESE teachers, maintains accuracy of SWD goals and compliance. |
| Purcell, Kevin | Behavior Specialist | 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. |
| 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. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| 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. |
| Jordan, James | Behavior Specialist | 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. |
| Kosteniuk, Oksana | ELL Compliance Specialist | To ensure proper placement of English Language Learner students (ELLs) in accordance with local and state guidelines. Have a comprehension understanding of English Language Learner students and their special needs. Knowledge of program requirements for all phases of the ELL student's educational experience. Knowledge of local and state ESOL guidelines. Ability to interface with school personnel and parents. |
| Weinberger, Jennifer | Other | Instructional Facilitator: To facilitate continuous improvement in classroom instruction by providing instructional support to teachers and schools in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessments tools used to improve teaching and learning for the overall goal of increasing student achievement. |

## Demographic Information

**Principal start date**
Tuesday 8/30/2022, Kristine Lawrence

**Number of teachers with a 2022 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.*
5

**Number of teachers with a 2022 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.*
9

**Total number of teacher positions allocated to the school**
6

**Total number of students enrolled at the school**

905

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

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

18

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 318 | 284 | 310 | 0 | 0 | 0 | 0 | 912 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 79 | 107 | 0 | 0 | 0 | 0 | 248 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 32 | 42 | 0 | 0 | 0 | 0 | 92 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 33 | 0 | 0 | 0 | 0 | 54 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 14 | 23 | 0 | 0 | 0 | 0 | 46 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 56 | 86 | 0 | 0 | 0 | 0 | 202 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 62 | 77 | 0 | 0 | 0 | 0 | 210 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 92 | 84 | 0 | 0 | 0 | 0 | 234 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 116 | 128 | 134 | 0 | 0 | 0 | 0 | 378 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| 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 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 4 | 0 | 0 | 0 | 0 | 14 |

**Date this data was collected or last updated**

Tuesday 8/30/2022

**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 | 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 |

**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 | 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 |

# 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 47% | 57% | 50% | | | | 58% | 64% | 54% |
| ELA Learning Gains | 42% | | | | | | 55% | 58% | 54% |
| ELA Lowest 25th Percentile | 37% | | | | | | 44% | 50% | 47% |
| Math Achievement | 57% | 38% | 36% | | | | 66% | 74% | 58% |
| Math Learning Gains | 56% | | | | | | 57% | 66% | 57% |
| Math Lowest 25th Percentile | 57% | | | | | | 48% | 56% | 51% |
| Science Achievement | 49% | 64% | 53% | | | | 56% | 61% | 51% |
| Social Studies Achievement | 81% | 60% | 58% | | | | 76% | 85% | 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 | 2022 | | | | | |
| | 2019 | 56% | 63% | -7% | 54% | 2% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 55% | 64% | -9% | 52% | 3% |
| Cohort Comparison | | -56% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 54% | 66% | -12% | 56% | -2% |
| Cohort Comparison | | -55% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 50% | 67% | -17% | 55% | -5% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 68% | 73% | -5% | 54% | 14% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 50% | 65% | -15% | 46% | 4% |
| Cohort Comparison | | -68% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 54% | 62% | -8% | 48% | 6% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 76% | 85% | -9% | 71% | 5% |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 93% | 73% | 20% | 61% | 32% |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 0% | 69% | -69% | 57% | -57% |

## Subgroup Data Review

### 2022 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 2020-21 | C & C Accel 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 23 | 31 | 24 | 28 | 47 | 48 | 25 | 58 | 45 | | |
| ELL | 37 | 44 | 50 | 53 | 55 | 52 | 26 | 65 | 74 | | |
| ASN | 93 | 80 | | 93 | 60 | | | | | | |
| BLK | 29 | 34 | 36 | 43 | 52 | 48 | 23 | 76 | 67 | | |
| HSP | 43 | 41 | 39 | 48 | 49 | 65 | 49 | 85 | 73 | | |
| MUL | 45 | 36 | 37 | 54 | 66 | 67 | 63 | 82 | 78 | | |
| WHT | 49 | 42 | 35 | 61 | 57 | 54 | 49 | 81 | 75 | | |
| FRL | 40 | 39 | 33 | 50 | 51 | 50 | 46 | 79 | 72 | | |

### 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 | | |

| 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 |
| 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 | | | |
| 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 | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 55 |
| 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 | 43 |
| Total Points Earned for the Federal Index | 545 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 37 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 50 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **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% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | 82 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **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% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 55 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 59 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **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% | 0 |
| **White Students** | |
| Federal Index - White Students | 54 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 50 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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?**

After analyzing our current and historical data it appears the negative impact related to COVID-19 and the associated instructional continuity challenges had substantial negative impacts on our Reading Proficiency, Learning Grains, and Lower 25% Learning Gains data over prior years. Conversely, the School data showed that our students were more insulated from those negative impacts in Math, as the data in those same areas were in the positive ranges across all three measures. Additional evidence supporting these findings can be found in our Math Acceleration data where the school had an increase of 3% points over the prior year. Interestingly, the school Science and Civics data did not entirely follow the Reading trend referenced above. The former fell by 3% (as with the trend above) and the later increased by 4% (not aligning with the trend above) as it relates to proficiency in those two areas. The school also made some promising gains with our ESSA Sub-groups, maintaining a greater than 41% in all sub-groups except for our SWD sub-group, however, the school did make progress towards that goal making positive gains of 6% over the prior year at 37% for 2022.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The data is clear that Reading needs to be our primary focus and that focus needs to be aligned to proficiency, learning gains, and lower 25% making learning gains for all students. As in prior years the sub-group that will continue to need additional focus and attention is the School's ESSA SWD sub-group. A large portion of this subgroup are also in the school's lower 25% which negatively impacts two reporting categories of the nine which makes up School Grade.

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

The School Team feels that over the past two years students have been negatively impacted by COVID-19 and the effects it had on their education along with how they received that education. These concerns and challenges are very real and have had lasting impacts on the School's Reading achieving and learning data. To reverse these negative impacts the school is looking to implement a plan that is laser focused on Student learning for all students. This learning will be achieved by linking all instructional and support efforts to four critical questions:
*What do we want student to know?
*How do we know the learned it?
*What do we do for student who did not learn it.?
*What do we do for students who already know it?

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Unquestionably our Math data was very impressive when considering the challenges our student have had to over come over the past few years. Making gains in Proficiency, Leaning Gains, and Lower 25% making Learning Gains of plus 3%, 6%, and 6% respectively.

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

At Heron Creek Middle last year's focus was on ensuring every student made a learning gain in Math. Research showed addressing individual student needs greatly impacts student achievement as it relates to individual learning gains. Our School focus for Math was to implement an instructional emphasis on differentiation and small group instruction with the goal that every student achieved a Math learning gain. As part of this philosophy an emphasis was also placed on progress monitoring and data driven instruction to best align instructional practices and strategies to student learning with Professional Development aligned to support the goal.

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

Knowing that Heron Creek Middle School students have felt the negative effects of COVID-19 and the various instructional challenges that were associated with that time period the focus remains on every student making a Learning Gain. If the School can achieve Learning Gains for all students, then over time students below grade level can reach proficiency and beyond. With that focus, we look to utilize the continued development of our instructional strategies aligned to researched based instructional best practices. To help ensure this process the school will continue our initiative to include differentiation and small group instruction (MTSS/RTI process), progress monitoring / data driven instruction, implementation of the reemphasis on PLCs and the targeted work needed to ensure all students make a leaning gain. To support this work the school will align Professional Development opportunities, additional resources, and programs for struggling students (i.e. Jump Start Programs) so the knowledge and skills are developed and utilized in all classrooms.

**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.**

This year's professional development opportunities aligned to the school acceleration goals are as follows:
- 3 School wide Book Studies - Best Practices at Tier 2, Better learning Through Structured Teaching, and Word Wise and Content Rich
- Intensive Reading - Ongoing PD at the district level for all our IR Teachers.
- Continued Development of our PLCs using our School Level Guiding Coalition Team to guide PLC leaders as we look to focus on:
* The four critical questions:
What students need to Learn?
How do we know they learned it?
What do we do if they did not learn it?
What do we do if the student(s) already know it?)
* The three big ideas of PLCs:
Focus on learning
A collaborative culture
A results-driven team.
* Development of Norms, Collective commitments, and a viable /essential curriculum,
* Data Driven Instruction
* Differentiated Instruction (MTSS/RTI Process) Strategies and Best Practices

*Continuation of Hattie's Visible Learning Framework
- Intensive Reading - Ongoing PD at the district level for all our IR Teachers.
- Social Studies DBQ Professional Development Trainings
- Science PENDA program ongoing Professional Development
- Continued emphasis on integrating high impact reading strategies and targeted Reading benchmarks in all subject areas.
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**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services offered by the School are as follows:
- Utilization of Jumpstart Funding
*After School Tutoring Support for all subject areas with a focus on ESE, 504, and ELL support
*Before and After School Math acceleration support
*Friday Night School - For students in academic distress
* Dreamscape Reading Program - aimed at improving reading and comprehension skills of ESE students in the
Lower 25%
*Book Club - To encourage and provide an opportunity for students to experience reading in a more inviting
environment.
* ESE Parent Night - To parent, communicate, and inform parents about their student's education and how they
can become more involved in that process.
- During School Hours:
* Wednesday Work Lab - for student needing additional support with an emphasis on ESE, 504, and ELL students.
* Interventionist Support - Work with Teachers to support Tier two instruction
* Advisory Period used with DI, Small Groups, and Tier 2 interventions for Math and Reading Teachers to
provide additional support in a more intensive setting.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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## #1. Instructional Practice specifically relating to ELA

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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | After analyzing our FSA and Progress Monitoring data it was very evident that an area of focus for Heron Creek Middle School will be aligned to the school's Reading Proficiency, Learning Grains, and Lower 25% Learning Gains data. With that data a focus on Leaning Gains for "ALL" students will be the primary focus as the rationale is for "All" students to make a learning gain. For students below grade level the philosophy is that over time if the students make a yearly learning gain they will make their way to grade level proficiency and beyond. To achieve this goal our school will look to continue the development and implementation of instructional strategies and best practices that are researched based and tied to student data to ensure our efforts are focus on "All" students making a Learning Gain. To support this goal, which is also aligned to our District's Strategic Goal number 1; Personalize learning and accelerate growth for "All" students, the School will look to reverse this trend by implementing a plan that is laser focused on "All" students making a Learning Gain and more. PLCs will play a very strategic roll in this process focusing on the Three Big Ideas of PLCs with a focus on learning, having a Collaborative Culture, and have a results driven team. This focus on learning will be achieved by linking all instructional and support efforts to four critical questions; <br> *What do we want student to know? <br> *How do we know the learned it? <br> *What do we do for student who did not learn it.? <br> *What do we do for students who already know it? <br> Our PLCs will use these questions to guide and focus all our instructional efforts, support needs, trainings, and professional development activates. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By the 2022-23 school year Heron Creek Middle School will increase Reading Proficiency from 47% to 57%, increase Learning Gains from 42% to 54%, and increase our Lower 25% Making Learning Gains from 37% to 50%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This year progress monitoring data will of be the primary source for determining how to best support and adjust instruction as the School tracks student learning gains. Data points will be collected using the FAST State assessment progress monitoring platform administered 3 times throughout the year. The school will also use the i-Ready diagnostic assessment data given in the fall and in the winter. ELA and IR Teachers will also monitor their progress and academic needs using common formative and summative assessments and Common-Lit 360 data. These classes also place an emphasis on supporting our lower 25% students with additional reading support using a co-teach model and specially designed reading instruction found in an IR curriculum. Additionally, administration will be conducting walk-throughs looking to observe posted LISCs aligned to viable and essential benchmarks, differentiated instruction, and the utilization of Tier 2 and Tier 3 interventions (MTSS/RTI system of supports). |
| **Person responsible** | Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net) |

**for monitoring outcome:**

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Heron Creek will be utilizing the researched based instructional strategies listed below:
*PLC Guiding Coalition Best Practices - with an emphasis on the 3 Big Ideas of PLCs and the Four Key
Questions
*Better Learning Through Structured Teaching - lesson design and best practices.
*Best Practices at Tier 2 - Strategies and Interventions
*Word Wise and Content Rich - vocabulary development and best practices.
*Focus Five - Reading strategies to implement with daily lessons in all subject areas.
*Visible Learning Framework - Utilizing LISCs and high effect size strategies in every lesson.
*Collective Efficacy - developing high impact instructional strategies
and practices through collaboration.
*Co-Teach Instructional Model for ELA and Math - Results in a reduction in the teacher to student ratio and the School's model includes a certified ESE Teacher in that subject area.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

The School's commitment to the continued development of collective efficacy and instructional best practices to ensure "All" students will make a learning gain remains the School's main focus. The re-implementation of PLCs aligned to a researched based proven process for implementing this collective and collaborative work will assist our teachers with the knowhow to accomplish this goal. The three book studies are all aimed at impowering our teachers with the most updated and researched based instructional practice available providing the most effective high impact instructional strategies and lesson design components needed so learning gains are achieved for every student regardless of individual needs. It is also important for our teachers to know what literacy and and instructional strategies yield high returns academically. The Focus Five literacy strategies and the Visible Learning Framework provide high impact proven strategies that can be easily integrated into any lesson regardless of the subject area.

## Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize FAST and i-Ready assessment data to progress monitor and identify students performing below grade level. With this information students between the k-3 levels are provided additional diagnostic to determine placement needs (i.e. Rewards, Rewards Plus, etc.), or if the student is in the 3-5 level range they could receive regular intensive reading curriculum where Tier 3 interventions are integrated into the daily lessons.

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

Utilizing advisory class where students can address learning gaps by completing lessons that are remedial and aligned to their current levels as students make gains toward proficiency. The master scheduler also provides our ELA teachers the option to complete small group targeted tier 2 or 3 interventions based on assessment data by fluidly change schedules and place students where the supports are.

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

Allocate additional support staff for the Wednesday Work Lab school day student support plan where struggling students can receive additional support in their reading based assignments.

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

The allocation of an Instructional Academic Coach to partner and support teachers with the following:
• Assist with setting up and using technology applications (gradebook, i-Ready, online textbooks, IXL, etc.)
• Assist in navigating curriculum (dissecting the standards to decide what to teach and how to most effectively teach it).
• Assist in identifying and implementing tiered strategies to increase student success.
• Assist, (using FAST, i-Ready and in class assessment data), in identifying which students would benefit most from specific tiered strategies.

**Person Responsible**   Jennifer Weinberger (jennifer.weinberger@sarasotacountyschools.net)

With the guidance of the District and School's guided coalition teams the school will facilitate the re-implementation of PLCs with a focus on the three big ideas of PLCs and the four key questions to drive all instructional decisions using a consensus driven process to ensure all stakeholders have a voice in the process.

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

The School will facilitate and provide ongoing professional development in High Impact researched based instructional strategies and practices. This learning is to provide teachers with the skills, knowledge, and tools to implement and Intergard small group instruction, differentiated instruction, and Tier 2 & 3 interventions to positively impact learning for "all" students.

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

Coordinate the various Jumpstart programs that are aimed at the development of reading skills and levels of striving readers. The Jumpstart programs associated with this action step are:
* Dream Scape - Computer based gamification program designed to build comprehension and literacy skills.
* Book Club - To provide students with a more relaxed and inviting environment for the students' reading experience but still integrating strategies to build reading comprehension and literacy skills.
* Friday Night School and Tutoring support - providing additional reading support and opportunities for reading interventions

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

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| **#2. ESSA Subgroup specifically relating to Students with Disabilities** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | After reviewing the school's ESSA data, the school was able to once again meet ESSA index requirements in all categories but one, Students with Disabilities. The school did however increase the school's index percentage from 31% in 2021 to 37% in 2022 making progress toward achieving that goal. This year we look to continue that progress by keeping our focus on the implementation of Tier 2 interventions as we look to answer Critical question number three in our important PLC work. What do we do if they did not learn it? Additionally, the School is very much invested in the success of this sub-group as these are the same students in our Lower 25% putting additional emphasis on their academic success. Learning gains for this sub-group will again be the school's focus and in order to move away from a Targeted and Intervention Supported School our goal is to make a minimum of a 5% gain for the the 2023 school year. The ESSA index is comprised of proficiency over multiple assessed core subjects and reinforces why our School is committed to every student in this sub-group making a learning gain. To accomplish this the school's focus is on the development of PLC best practices, the use of instructional data and progress monitoring, utilizing high impact instructional strategies, incorporating vocabulary best practices, implementing differentiated instruction and small groups interventions (MTSS/RTI System of Supports), and the professional development of teachers who may need to acquire the skills and know how to support "All" students but particularly Students with disabilities. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Heron Creek Middle School will increase our ESSA index for Students with Disabilities from 37% to 42% for the 2022-23 School year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | A combination of common assessment data, i-Ready diagnostic data, FAST AP1 & 2 data, and because many of these students are in Intensive reading we will reference and utilize Common-Lit Data as well. The Essa index is calculated across various subject areas so it will be critical for the various PLCs to track and adjust instructions as needed to ensure our School is supporting "All" students and their needs. |
| **Person responsible for monitoring outcome:** | Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net) |
| **Evidence-based Strategy:** | Heron Creek will be utilizing the researched based instructional strategies listed below: *PLC Guiding Coalition & Solution Tree Best Practices - with an emphasis on the 3 Big Ideas of PLCs and the Four Key Questions that drive instructional and support efforts. |

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| **Describe the evidence-based strategy being implemented for this Area of Focus.** | *Better Learning Through Structured Teaching - lesson design and best practices.<br>*Best Practices at Tier 2 - Strategies and Interventions<br>*Word Wise and Content Rich - vocabulary development and best practices.<br>*Focus Five - Reading strategies to implement with daily lessons in all subject areas.<br>*Visible Learning Framework - Utilizing LISCs and high effect size strategies in every lesson.<br>*Collective Efficacy - developing high impact instructional strategies and practices through collaboration.<br>*Co-Teach Instructional Model for ELA and Math - Results in a reduction in the teacher to student ratio and the School's model includes a certified ESE Teacher in that subject area. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The School's ESSA Sub-group of students with disabilities remains an importance population as they make up most of our Lower 25% of students as well. With this knowledge we are laser focused on this sub-group and the need to implement researched base instructional strategies that will ensure "all" students in this group make a learning gain. For these reasons the School is looking to continue the implementation and development of the researched based high impact instructional strategies both in and out of the classroom as we look to support and attain these learning gains for every student. Training is also critical in impowering Teachers with the tools and skills needed to put these researched based instructional strategies and practices into action. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize FAST and i-Ready assessment data to progress monitor and identify students performing below grade level. With this information students between the k-3 levels are provided additional diagnostic to determine placement needs (i.e. Rewards, Rewards Plus, etc.), or if the student is in the 3-5 level range they could receive regular intensive reading curriculum where Tier 3 interventions are integrated into the daily lessons.

| **Person Responsible** | Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net) |
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Utilizing advisory class where students can address learning gaps by completing lessons that are remedial and aligned to their current levels as students make gains toward proficiency. The master scheduler also provides our ELA teachers the option to complete small group targeted tier 2 or 3 interventions based on assessment data by fluidly change schedules and place students where the supports are.

| **Person Responsible** | Jim Steiner (jim.steiner@sarasotacountyschools.net) |
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The allocation of an Instructional Academic Coach to partner and support teachers with the following:
• Assist with setting up and using technology applications (gradebook, i-Ready, online textbooks, IXL, etc.)
• Assist in navigating curriculum (dissecting the standards to decide what to teach and how to most effectively teach it).
• Assist in identifying and implementing tiered strategies to increase student success.
• Assist, (using FAST, i-Ready and in class assessment data), in identifying which students would benefit most from specific tiered strategies.

| **Person Responsible** | Jennifer Weinberger (jennifer.weinberger@sarasotacountyschools.net) |
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With the guidance of the District and School's guided coalition teams the school will facilitate the re-implementation of PLCs with a focus on the three big ideas of PLCs and the four key questions to drive all instructional decisions using a consensus driven process to ensure all stakeholders have a voice in the process.

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

The School will facilitate and provide ongoing professional development in High Impact researched based instructional strategies and practices. This learning is to provide teachers with the skills, knowledge, and tools to implement and Intergard small group instruction, differentiated instruction, and Tier 2 & 3 interventions to positively impact learning for "all" students.

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

Coordinate the various Jumpstart programs that are aimed at the development of reading and math skills of sup-group students. The Jumpstart programs associated with this action step are:
* Dream Scape - Computer based gamification program designed to build comprehension and literacy skills.
* Book Club - To provide students with a more relaxed and inviting environment for the students' reading experience but still integrating strategies to build reading comprehension and literacy skills.
* Friday Night School and Tutoring support - providing additional Reading and Math support for all SWD students.
* Parent and Families Nights - To inform, impower, and partner with parents and families as we look to support and ensure "all" students make learning gains.

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

| #3. Instructional Practice specifically relating to Science | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | At Heron Creek Middle School our Science Proficiency fell to 47% in 2022 as compared to 52% in 2021. The School's goal for 2022 was 56% and our School Science Department is still committed to reaching that goal. The Science assessment requires a high level of reading comprehension skills along with the ability to know the very subject specific vocabulary. As with the School's other areas of focus Science PLCs will be charged with collectively determining the viable curriculum needed, implement instructional best practices, progress monitor using common assessment data, and then make the needed instructional adjustments to ensure "All" students are making learning gains to attain or exceed proficiency level. The addition of a Science Teacher in 8th grade which will allow for the reduction of class sizes throughout the regular-education science classes. This reduction in class size should support more intensive and focused instructional strategies and practices that will positively impact student achievement. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By the end of the 2023 school year 56% of Heron Creek Middle School 8th graders will achieve proficiency on the NGSS 8th Grade Science Assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Science will use a combination of assessments to monitor student progress and needs. The first being common assessments developed by the Science department and the other being our District's Science benchmark assessments. Additionally, the introduction of PENDA, the science enrichment computer program will also provide data points that will be used to support student growth as well. This data will be very instrumental as the Science Department navigates through the four critical questions in PLCs and particularly question number three. What we do when students did not learn it? |
| **Person responsible for monitoring outcome:** | Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Heron Creek will be utilizing the following researched based instructional strategies listed below:<br>*Small Group Instruction - Reduced class sizes for more intensive instruction<br>*PLC Guiding Coalition - Solution Tree Best Practices - with an emphasis on the 3 Big Ideas of PLCs and the Four Key Questions that drive instructional and support efforts.<br>*Better Learning Through Structured Teaching - lesson design and best practices.<br>*Best Practices at Tier 2 - Strategies and Interventions<br>*Word Wise and Content Rich - vocabulary development and best practices. |

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| **implemented for this Area of Focus.** | *Focus Five - Reading strategies to implement with daily lessons in all subject areas.<br>*Visible Learning Framework - Utilizing LISCs and high effect size strategies in every lesson.<br>*Collective Efficacy - developing high impact instructional strategies and practices through collaboration. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The 8th Grade NGSS Science assessment is critical in preparing our students for high school with a good foundation in Science. To best ensure this outcome the School Science Team agreed that addressing the reduction in class size would be an effective way to positively impact Science proficiency scores. Imbedded in this strategy is the continued development of research based high impact instructional strategies and related PD that will provide the skills and training where differentiated instruction and targeted small group interventions can be integrated into unit/lesson design and instruction. |

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize Common assessments, Benchmark data, and i-Ready/FAST data to progress monitor and identify students that are not making adequate progress related to the science benchmarks or requiring reading support with the content. With this information teachers will utilize Small Groups and Differentiated Instructional strategies to better target student needs. Teacher will also utilize Tier 2 & 3 interventions as needed if reading in the content area is determined to be where support is needed.

**Person Responsible** Laura Lundberg (laura.lundberg@sarasotacountyschools.net)

With the guidance of the District and School's guided coalition teams the school will facilitate the re-implementation of PLCs with a focus on the three big ideas of PLCs and the four key questions to drive all instructional decisions using a consensus driven process to ensure all stakeholders have a voice in the process.

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

The School will facilitate and provide ongoing professional development in High Impact researched based instructional strategies and practices. This learning is to provide teachers with the skills, knowledge, and tools to implement and Intergard small group instruction, differentiated instruction, and Tier 2 & 3 interventions to positively impact learning for "all" students.

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

The allocation of an Instructional Academic Coach to partner and support teachers with the following:
• Assist with setting up and using technology applications (gradebook, i-Ready, online textbooks, IXL, etc.)
• Assist in navigating curriculum (dissecting the standards to decide what to teach and how to most effectively teach it).
• Assist in identifying and implementing tiered strategies to increase student success.
• Assist, (using FAST, i-Ready and in class assessment data), in identifying which students would benefit most from specific tiered strategies.

**Person Responsible** Jennifer Weinberger (jennifer.weinberger@sarasotacountyschools.net)

Utilize the PENDA Science instructional program to supplement the mastery of the Science Benchmarks and provide teachers with an additional academic data point to progress monitor student progress. enrichment tool

**Person Responsible** Laura Lundberg (laura.lundberg@sarasotacountyschools.net)

| #4. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Support | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | 2022 incident referrals totaled 329 disciplinary incidents involving student with disabilities out of 912 total disciplinary events equaling approximately 36% of disciplinary referrals being ESE students. In 2021-22, Heron Creek was nominated for Platinum Award for Positive Behavior and Intervention Support for exemplary efforts in creating a school-wide framework that enhances and encourages student growth socially and emotionally as well as promoting academic excellence for all students. The foundation of the framework is building positive relationships with staff, students, families and the community. Heron Creek will continue to build on this framework to develop and environment that provides positive support and interventions for ALL students, focusing on ESE student population, recognizing that an academic struggle often results in behavior struggles, and there is a continued need to provide support and instructional strategies for students with disabilities. The focus of using school-wide PBIS as well as tiered interventions to target skills that are in need of remediation. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By the year 2022, Heron Creek will decrease disciplinary referrals for ESE students from 36% to 26% which is a reduction of 10% as measured by school based discipline referral data. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Monthly district discipline data, Weekly SID (Student Intervention documentation) data, District Discipline reports, teacher feedback/input, Monthly PBIS meeting Monthly Behavior Team Meetings Weekly SWST/CARE Monthly Data from Behavior Intervention Plans |
| **Person responsible for monitoring outcome:** | Cindy Gross (cindy.gross@sarasotacountyschools.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy** | Character Strong Curriculum will be utilized weekly in our RISE academy to teach social skills and character traits. Character Strong will also be used for small group intervention for targeted groups of students with significant behavior challenges. Character Strong will also be used school wide for all students. Character Strong Challenges for Staff and Students PBIS Reward system utilized bi-monthly basis based on PRIDE. Suite 360 Mental Health Lessons for all students. |

|  | Weekly SWST/CARE<br>Behavior Support in classrooms |
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| **being implemented for this Area of Focus.** | Monthly Behavior Support Professional Development for staff<br>Monthly Educational Training/Behavior Support for Parents (resources provided to parents<br>Student Check-in/Check-out (Points based model for individual student targeted behavior with personal goals)<br>PBIS team meeting monthly to develop and implement interventions, recognition, and training for staff and students |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Prevention: In order to reduce ODR (Office Discipline Referrals), preventative measures are taken through weekly SID review which shows times, location, and behaviors that need to be addressed proactively through re-teaching and monitoring to give students tools to correct behaviors that might impede learning. This data is generated in real-time through teacher feedback. Student Check-in/Check-out is to increase positive behaviors through individual goal-setting and accountability through daily progress monitoring.<br>Building positive school culture hinges on a foundation of positive relationships and experiences. When students feels wanted and accepted, they are more willing to take learning risks and an active role in the process instead of engaging in negative behaviors. Focusing on positive behaviors and experiences will increase time and engagement in the classroom. |

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS Rewards and interventions for all students implemented bi-monthly based on character traits of the month

| **Person Responsible** | Kevin Purcell (kevin.purcell@sarasotacountyschools.net) |
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Weekly SWST/CARE

| **Person Responsible** | Cindy Gross (cindy.gross@sarasotacountyschools.net) |
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Continued monitoring of SID Data to implement targeted intervention and training to staff and students

| **Person Responsible** | Kevin Purcell (kevin.purcell@sarasotacountyschools.net) |
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Implementation of Character Strong School-Wide

| **Person Responsible** | James Jordan (james.jordan@sarasotacountyschools.net) |
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PBIS team to continue with action plan to focus on staff and student recognition, interventions, and rewards as wall as developing a positive school culture.

| **Person Responsible** | Kevin Purcell (kevin.purcell@sarasotacountyschools.net) |
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Monthly parent involvement and training

| **Person Responsible** | Jennifer Weinberger (jennifer.weinberger@sarasotacountyschools.net) |
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Weekly monitoring of Project 10 Students

**Person Responsible**      Heather Ryan (heather.ryan@sarasotacountyschools.net)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Heron Creek Middle School builds positive school culture and environment by focusing on encouraging positive relationships with staff, students, families, and our community. We strive to provide educational excellence in a caring community for all students. Our focus is empowering students to become life-long learners by preparing them for college and careers, both academically and through social learning.
At Heron Creek, our PBIS team meets to plan and collaborates on a bi-monthly basis to plan the promotion of character education campus-wide for students and staff. The focus of these meetings is also to collaborate, plan and promote plans to build positive relationships, encouragement and recognition, including staff to staff, student to staff, and staff to student nominations and awards, based on monthly Character Strong focus points. The school incorporates character education based on monthly traits as part of the PBIS plan and Character Strong curriculum. The team also promotes school-wide behavioral expectation as part of our school-wide PBIS plan. By promoting positive school culture and relationship building, the expected outcome is a school culture and environment that fosters a learning environment where everyone is valued and strives for excellence both academically and socially. The PBIS plan also includes supports that address individual student needs through the use of MTSS and targeted interventions with the use of Student Intervention Documentation Data (SID) that routinely support student needs both academically and behaviorally. Our pillars of expectations are P.R.I.D.E. which stands for: Prepared, Responsible, In Control, Determined to Succeed, and Earn and Give Respect. These PRIDE expectations are also tied to the Character Strong curriculum.

As a tier 1 classroom intervention, 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 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 colleagues and district curriculum
specialists to develop the most appropriate targeted intervention. For behavior concerns, teachers work with our Behavior Specialists to develop interventions and strategies to best support the student needs. These behavioral interventions are then tied to our PBS plan whenever possible.

Family and community involvement is encouraged through campus opportunities including monthly Family University and Family Math night, SAC, Open House, and opportunities for community businesses and services to partner and present to families at school events. Family University education and training opportunities for families in academic and behavior skills, life skills specific to middle school issues, college and career advisory lessons, and presentation from community service partners.

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

Kevin Purcell and James Jordan- Behavior specialists - as a behavior specialist, Mr. Purcell and Mr. Jordan support student's and staff in implementing our school-wide PBIS plan with fidelity. They 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, and facilitating opportunities for community engagement through Family University.

Teachers - serve as member of PBIS team and facilitate school-wide positive behavior plan with fidelity on a daily basis, establishing collaboration, supportive, recognition and positive relationships with students, staff, families, and the community to encourage a school climate that promotes a cohesive, comprehensive approach to building a positive school culture for all.

Jennifer Weinberger - Academic Interventionist - Mrs. Weinberger supports students both academically and behaviorally. She also spearheads our Family Involvement Educational Series, bi-monthly parent involvement and educational training, including behavior, academic, as well as community involvement.