Heron Creek Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Heron Creek Middle School

6501 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/heroncreek

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.
1) Parent and Family engagement is a shared responsibility and that 2) parent and family engagement encourages high quality instruction for all learners.

Provide the school's vision statement.

Heron Creek Middle School will provide educational excellence in a caring community for all students.
1) Parent and Family engagement is a shared responsibility and that 2) parent and family engagement encourages high quality instruction for all learners.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
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	Administrative Support	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.
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
Kosteniuk, Oksana	ELL Compliance Specialist	To ensure proper placement of English Language Learner students (ELLs) in accordance with local and state guidelines. Basic 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. Collaborate with ESOL teachers to ensure reading strategies are being implemented with fidelity that are aligned with state and district initiatives, expectations, and best practices.
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.
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.
Dykes, Joan	Teacher, ESE	Participates in data collection, assists and collaborates with ESE teachers, maintains accuracy of SWD goals and compliance. Collaborate with Teachers and Students to ensure IEPs are being implemented with fidelity that are aligned to state and district initiatives, expectations, and best practices.
Wright, Christie	Teacher, ESE	Participates in data collection, assists and collaborates with ESE teachers, maintains accuracy of SWD goals and compliance. Collaborate with Teachers and Students to ensure IEPs are being implemented with fidelity that are aligned to state and district initiatives, expectations, and best practices.
Weinberger, Jennifer	Other	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.

Name	Position Title	Job Duties and Responsibilities
Cernansky, Amy	Other	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.
Tison, Sophia	Other	The 504 Liaison ensures any 504 student is receiving the appropriate supports and that those supports are being implemented with fidelity aligned to state and district initiatives, expectations, best practices and policies. The School Wide Support Team Liaison ensures the MTSS-RTI process is being followed with fidelity and in line with District and State policies and procedures.
Rotondo, Alyssa	SAC Member	The School Advisory Council (SAC) is a resource for the school, its teachers, parents and principal. Its function is to develop and oversee the implementation of a School Improvement Plan (SIP) that will serve as a framework for school improvement. The primary function of the SAC is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of multiple sources of available school data.
Lewis, Brittany	Other	The purpose of the HCMS Shared Decision-Making Team (HCMS SDMT) is to improve student performance and enhance student and community experiences at Heron Creek Middle School by working with the principal/administration in shared decision-making for the good of our community, working toward consensus on decisions in the following areas, as specified by contract:

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school community comprised of school leadership, teachers, staff, parents, students, and business partners are included in developing the school improvement plan. This process began during the 2022-2023 school year as the plan was shared with each stakeholder group. Each group gave their input regarding strategies to increase the success of all students. As we were informed of becoming a Title 1 school for the first time in nearly 20 years, we developed strong commitments from our community in engaging conversations as to the needs of our families and students. Before the end of the 2022-2023

school year, our SAC, SDMT, and Cabinet, were involved in addressing the HCMS School Compact and reviewing our data we had at that time. To include representation from our community, we will address the needs of our students in a variety of languages. Throughout the year we will hold meetings to assist our families with information regarding data and how to address their needs. Our School Improvement Plan and other documents will be available on our school website with links to strategies, data, school compact and meetings. Throughout the school year all stakeholders will review the progress of the school's improvement plan. Data will be reviewed, and strategies will be addressed as to the success of the Heron Creek School Improvement plan. Each staff meeting, we will discuss our strategies and successes along with each SDMT meeting and Cabinet meeting. Documentation will be shown through the agendas for each of these meetings. Data and strategies will be shared regarding our subgroups and how we are addressing those needs for the success for every student, every day.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At Heron Creek Middle School the Monitoring of the SIP plan will be a collaborative effort. As with all School goals and initiatives the School Leadership Team will play a key role in the monitoring of its progress, however, the team will include additional groups and stakeholders to participate in the process of determining what is working and what will need to be evaluated and revised to better support the success of the SIP focus areas and goals. Additional input where the School Leadership team will look to for determining if we are meeting those areas of focus and goals are as follows:
*Master Scheduling - The planning and scheduling of how our targeted groups are being placed to maximize resources and supports. Co-Teach Classrooms, intervention time, and instructional aides are some examples of those target supports.
*PLC Work - The continued development of our PLCs to create an Essential Curriculum (EC) so that all students receive the same essential learning outcomes regardless of who is providing the instruction (Question #1 of the PLC Cycle). The PLC groups will also be working to create Common Formative Assessments (CFAs) which will also have a focus link to EC. To monitor these goals PLCs will submit weekly progress meeting notes and artifacts showing what was developed and used related to EC and CFA. The data created from these CFA will be used to provide Tier 2 instruction were needed (Question #3 - What do we do if they didn't learn it.) and who would need enrichment activities as they already have mastery of the topics and concepts (Question #4).
* Progress Monitoring of instructional data will also provide the Teams and Leadership another very important Assessment Data at various levels beyond CFAs that will also be used in analyzing those learning checkpoints as we look to ensure all students are on track to make a year's growth. If data exhibits areas where students are not making adequate growth, then additional supports and interventions need to be taken to address those deficiencies as part of the monitoring process.
*The school's monitoring data and other instructional information will also work its way through our School Advisory Committee and Shared Decision-Making Team during our monthly meetings. This shared approach to include all stakeholders and allow for their feedback to be included as the planning, adjusting, and revising cycle is used as the progress toward the school's SIP areas of focus are determined and supported.
* Additionally, there are factors not related to instruction that impact learning and ultimately could negatively affect the progress in achieving the school SIP goals. Our School Wide Support Team (SWST) and our Behavior Assessment Team (BAT) meets weekly to discuss support options for all our students, teachers, parents, and families utilizing the MTSS-RTI process along with internal student services supports and communities related programs so that instruction and learning can remain the focus and not deter any student from reaching their full potential.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	79	92	118	289
One or more suspensions	0	0	0	0	0	0	13	51	44	108
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	21	19	41
Course failure in Math	0	0	0	0	0	0	10	4	13	27
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	84	81	235
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	48	30	142
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	147	227	181	555

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	2	2	6	10

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	62	79	107	248
One or more suspensions	0	0	0	0	0	0	18	32	42	92
Course failure in ELA	0	0	0	0	0	0	8	13	33	54
Course failure in Math	0	0	0	0	0	0	9	14	23	46
Level 1 on statewide ELA assessment	0	0	0	0	0	0	60	56	86	202
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	62	77	210
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	92	84	234

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	116	128	134	378

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	3
Students retained two or more times	0	0	0	0	0	0	2	8	4	14

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	62	79	107	248
One or more suspensions	0	0	0	0	0	0	18	32	42	92
Course failure in ELA	0	0	0	0	0	0	8	13	33	54
Course failure in Math	0	0	0	0	0	0	9	14	23	46
Level 1 on statewide ELA assessment	0	0	0	0	0	0	60	56	86	202
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	62	77	210
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	92	84	234

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	116	128	134	378

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	3
Students retained two or more times	0	0	0	0	0	0	2	8	4	14

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	57	49	47	57	50	53		
ELA Learning Gains				42			54		
ELA Lowest 25th Percentile				37			43		
Math Achievement*	60	64	56	57	38	36	55		
Math Learning Gains				56			50		
Math Lowest 25th Percentile				57			51		
Science Achievement*	50	56	49	49	64	53	52		
Social Studies Achievement*	78	81	68	81	60	58	77		
Middle School Acceleration	62	73	73	76	51	49	73		
Graduation Rate					55	49			
College and Career Acceleration					83	70			
ELP Progress	65	57	40	43	76	76	56		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	59			
AMI				
ASN	91			
BLK	51			
HSP	60			
MUL	54			
PAC				
WHT	62			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	2	
ELL	50			
AMI				
ASN	82			
BLK	45			
HSP	55			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	59			
PAC				
WHT	54			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			60			50	78	62			65
SWD	26			30			10	47	40		5	
ELL	46			60			47	80	55		6	65
AMI												
ASN	86			86					100		3	
BLK	40			45			28	72	69		5	
HSP	51			62			37	75	77		6	60
MUL	49			57			48	73	44		5	
PAC												
WHT	54			61			56	81	57		6	63
FRL	48			54			41	74	57		6	66

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	42	37	57	56	57	49	81	76			43
SWD	23	31	24	28	47	48	25	58	45			
ELL	37	44	50	53	55	52	26	65	74			43
AMI												
ASN	93	80		93	60							

2021-22 ACCOUNTABILITY 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	ELP Progress
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			
PAC												
WHT	49	42	35	61	57	54	49	81	75			33
FRL	40	39	33	50	51	50	46	79	72			41

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	54	43	55	50	51	52	77	73			56
SWD	17	35	33	26	41	43	15	37	30			
ELL	43	56	50	55	62	59	28	56	82			56
AMI												
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			58
MUL	47	48	47	46	51	59	40	76	68			
PAC												
WHT	54	55	46	57	48	49	53	77	73			57
FRL	47	50	41	50	47	51	50	78	68			61

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
07	2023 - Spring	51%	55%	-4%	47%	4%
08	2023 - Spring	47%	55%	-8%	47%	0%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	46%	54%	-8%	47%	-1%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	61%	-5%	54%	2%
07	2023 - Spring	69%	67%	2%	48%	21%
08	2023 - Spring	30%	54%	-24%	55%	-25%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	55%	-9%	44%	2%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	65%	1%	50%	16%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	59%	41%	48%	52%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	79%	-5%	66%	8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading Proficiency and more specifically the school's students with disabilities (SWD) continues to be the two lowest performing areas with proficiency at 48% and 22% respectively for the two subgroups. Normally this would also impact Learning Gains and Lower 25% making Learning Gains but because of the transition to the new FAST assessment platform it will not be included in this year's School Grade calculation. For the school, however, this still remains an area of concern as we work to close achievement gaps across all sub-groups and learning gains will play a pivotal role in our measure of success for the 2023-24 school year. It will also be a data point that will once again be used for the calculation of the upcoming year's School Grade. Additionally, the SWDs is the school's only ESSA sub-group not above the 41% index threshold and as such will again be a major focus point for the school's improvement plan.

Contributing factors that impacted last year's low performing results are many. It was a difficult year for our Students, Families, and School as a whole. It can't be stressed enough how difficult it was to start a school year and prior to the end of the first quarter after establishing instructional momentum being impacted, literally, by two hurricanes, one after another. We missed thirteen instructional days (the most in the district) and that did not portray an accurate picture of the challenges our students, families, and school underwent. Many more days were instructionally impacted as families pieced their lives back together and some of those families are still trying to regain some normalcy. To compound these challenges there was increase in our ESOL population which doubled from the prior year, jumping from 42 to 84 and ending the year at 92. Another area where the school experienced an increase was the school's Free and Reduced population which increased from 68% in 2021-22 School year to 77% for the 2022-23 School year. The school also had 3 long term subs, 2 in math positions and one in a Reading position. Our support staff was also impacted as we lost our ESE Liaison after the storms and subsequently were without our two allocated Liaisons for the remainder of the year. Support staff was also a challenge as we were not able to fill three ESE aide positions that would have directly impacted our SWD population where they would have supported with daily Tier 2 instruction. Compounding the lack of ESE support was the daily focus on maintaining support in place when adjustments in day-to-day coverages arise, again limiting our ability to provide the daily instruction needed to consistently support SWD and their individual needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Heron Creek Middle experienced a significant drop in our Algebra 1 Honors proficiency scores going from 74% in the 2021-22 school year down to 67% for the 2022-23 year. Among the factors described in the Data Analysis/Reflection section #1 related to the challenges surrounding the two Hurricanes that severely impacted the students, families, and school we also had internal challenges to overcome. Two of our three Algebra 1 Honors Teachers were new to this position for the 2022-23 school year. One of the teachers never taught the subject prior to the 2022-23 school year. The other Teacher moved to the Algebra One Honors position after teaching Pre-Algebra for Mutiple years where the majority of the school's SWD were scheduled. Additionally, with the vacancy of our ESE Liaison this same Teacher then accepted the ESE Liaison position for the upcoming 23-24 school year. The third Teacher accepted a position at the neighboring High School for the upcoming 2023-24 school year. There were also collaboration concerns as their PLC and Progress Monitoring efforts were not in keeping with the Norms and Commitments the school staff had reached through consensus which were aligned to the Three Big Ideas and four Critical Questions related to PLC Best Practices.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

HCMS proficiency averages were higher in all areas of school grade data except for ELA where the school was equal to the state average. Our SWD students ended the year at 22% proficiency in Reading (which fell by 1% over the prior year) versus 17% for the district. In Math, 32% of our SWD students reached proficiency (Increasing by 4% over the prior year) versus 30% for the district.

Significant impacts and disruptions to the learning process were experienced as a result of the 2022 Hurricanes to the school, students, and families. Additional factors are outlined in question number 1 of the Data Analysis/Reflection section above.

Which data component showed the most improvement? What new actions did your school take in this area?

No one data component showed improvements for the areas of Reading, Math, or Geometry where proficiency was 48%, 57% and 100% respectively versus 47%, 57%, and 100% in the prior year. For Science, Social Studies, and Algebra 1 Honors proficiency was at 46%, 74%, and 67% respectively, however, that was down in each group from the prior year where the proficiency scores came in at 47%, 80%, and 74%.

Significant impacts and disruptions to the learning process and environment were experienced as a result of the 2022 Hurricanes to the school, students, and families. Additional details are outlined in question number 1 of the Data Analysis/Reflection section above.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

As a school the Early Warning System data is always helpful in analyzing and determining what groups of students may need additional supports. For Heron Creek Middle School there are several areas but narrowing it down to the one or two most significant areas proved to be challenging. We did, however, get it down to three potential areas of concern: attendance, the increase in the school's Free and Reduced population, and the increase in Reading level 1 students to include the increase of the school's ELL population. Looking at the first two areas of concerns, Attendance and Free and Reduced populations which in reality became concerns because of the multiple Hurricanes the school and community experienced and the challenges that came with it. As stated in prior sections our students, parents, and families are still experiencing many day-to-day challenges that make coming to school difficult and often times not a priority for the family. It's up to our school, student services, and community resources to assist them through these challenging times. Heron Creek will continue to develop strategies and processes to connect these students and families with available resources and supports to assist as needed so that coming to school and learning can again be the priority. Although the third potential area of concern has been present in many prior years our increase in Reading Level 1s is without questions also connected to these same challenges from early 2022-23 events. As with potential student services we also want to keep exploring researched based instructional Reading practices to ensure we are providing the best possible instructional support to increase proficiency and close the achieve gap at the same time.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The Heron Creek Middle School data is very clear as it relates to the school's top priority where Reading continues to be the main area of focus with the highest priority along with our SWD students as a sub-group focus area within that Reading group. This focus for this school year will again need to expand to not only include efforts to increase proficiency but also to include all students making learning gains in reading, and our lower 25% of students also make learning gains. The latter group also impacts our ESSA sub-group for SWD who make up the majority of students in our lower 25% group. Making this sub-group's success a top priory will be essential as they will also impact two areas of school grade and possibly three.

Other areas of priority for our school are related to increasing proficiency in the following subjects as each saw a reduction in proficiency over the 2021-22 school (in order of importance):
1) Math - Algebra 1 Honors: 67% Achievement for 22-23 compared to 74% in 21-22

2) Science: 46% Achievement for 22-23 compared to 47% in 21-22

3) Social Studies: 74% Achievement for 22-23 compared to 80% in 21-22

4) Math - 57% Achievement for 2022/23 which was the same for the prior year. Additionally for the coming year Learning Gains, and Lower 25% Learning Gains will once again be a priority.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2023 incident referrals totaled 353 Disciplinary incidents involving students with disabilities out of 1,106 total disciplinary events, equaling approximately 32% of disciplinary events involving ESE students. In 2022, 36% of our incident referrals were for ESE students. While this is a downward trend in a reduction of 4%, our goal is for our ESE student referrals to stay at or below our campus-wide population of students with disabilities which should be 25% which is closer to the school-wide population of ESE students which is 20%. Discipline referrals are indicative of early warning signs related to student success. Developing monitoring systems in a proactive manner will provide greater opportunities to support students and teachers in the learning invironment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2023, Heron Creek will decrease disciplinary referrals for ESE students from 32% to 25% which is a reduction of 7% as measured by school based discipline referral data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Weekly SID data review with Behavior-Academic Support Team
Monthly discipline data review
District Discipline reports
Teacher feedback and input
monthly PBIS Meeting
Monthly Behavior Team Meetings
Weekly SWST/CARE
Monthly Data from Behavior Intervention Plan
Monthly PBIS rewards

Person responsible for monitoring outcome:

Cindy Gross (cindy.gross@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School-wide PBIS plan including Tier 1/2/3 interventions,small group instruction,student focused counseling,monthly classroom guidance.PBIS reward system utilizes monthly rewards for students.Monthly meetings of our PBIS team addresses school culture/needs.Tier 1 school-wide level, teachers, staff and students work together to recognize and demonstrate pillars or excellence (PRIDE) through monthly rewards.Staff recognizes students on a daily basis and students are allowed to submit nominations for teachers/staff for demonstrating monthly PRIDE characteristics.We will also continue to develop our PBIS support at Tier 2/3.This includes weekly meetings with BATeam to review ongoing SID data submitted by classroom teachers related to behaviors of concern for specific students.This provides ongoing planning to provide specific and targeted support to students and teachers.Support includse daily or weekly check-in/check-outs, referrals for academic support, SWST, and groups, Support increases as needed to Tier 3 intensive support BAs/BIPs.Data collected yields real-time information related to broader areas of need school-wide guidance, parent-education, PD.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

At HCMS, our PBIS program is not just a title, but a tool utilized to meet the needs of all students. When effective practices such as PBIS are implemented with fidelity, research indicates that instructional allocated time increases and the amount of time students are engaged in learning also increases. Our goal is to insure that PBIS is implemented with fidelity throughout our campus and continues to grow as an integral part of our culture at HCMS. School-wide, Tier 1 PBIS programs provide a strong foundation of positive and proactive support for all students. Recent research supports the positive effects of Tier 1 PBIS specifically for students with disabilities. In general, when schools implement PBIS with fidelity, students with disabilities experience improved behavior outcomes and reduced exclusionary discipline such as office discipline referrals, suspensions. PBIS is also considered a 2 fold process that addresses not only behavior but also academics.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After analyzing the school's data, it was confirmed that at Heron Creek Middle School the main area of focus will be around Reading Proficiency, Learning Grains, and Lower 25% making Learning Gains. The data clearly showed we remained stagnant as a school where proficiency basically remained the same at a 48% just up 1% point over the prior year. This last year did not take into account learning gains or the lower 25% making learning gains, however, we have included it as part of our area of focus as this coming school will once again include these measures as part of the school grade calculation. Additionally, the early warning data also showed that our level 1 readers increased for all grade levels after the 2023-24 school year as compared to the prior year. With information it is imperative that we address learning gains for all students as we look to close the achievement gap and for some students that pathway may be several years into the future again placing further emphasis on addressing all our students needs and not just those that can achieve proficiency. Our philosophy and rational will emphasize Professional Learning around our PLC work and the utilization of researched based instructional best practices.

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 2023-24 school year Heron Creek Middle School will increase Reading Proficiency from 48% to 58%, 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.

The school is looking to monitor student progress at various levels throughout the learning process. As in prior years we will still focus on FAST PM1 & 2 data points, i-Ready AP1 & AP2 progress monitoring data, and Benchmark and Summative Assessments to assist with answering the questions, "How do we know they learned it?" and "What do we do if they didn't Learning it?" (DuFour). As part of this year's continued development of our PLCs and Best Practices we will also be placing an emphasis on all the steps of the learning process. Making the commitment to Essential Curriculum (EC) that uses Common Formative Assessments (CFAs) as check points of learning to ensure all students are receiving the instruction and supports as needed. PLCs will commit to a guaranteed curriculum that also promotes student equity for "all" students implemented with validity across all subject areas.

Person responsible for monitoring outcome:
Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HCMS will utilize evidence-based interventions aligned to Hattie's- Visible Learning Framework, DuFour's - Learning by Doing PLC best practices, State Adopted MTSS/RTI process, Fisher and Frey's - Better Learning Through Structured Teaching & Lesson Design, and Sonju, Kramer, Mattos and Buffum's - Best Practices at Tier 2:
*Learning by Doing: With a focus on the 3 Big Ideas of PLCs, the Four critical questions with an additional emphasis on the development of essential curriculum and common formative assessment as part of that PLC process
*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.
*Co-Teach Instructional Model for ELA and the inclusion of instructional aides in our intensive Reading, Science, and Social Studies classes.
* Utilization of a Reading Interventionist to support Tier 2 and 3 interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school's rational is a two layered philosophy to support and ensure all students reach their learning goals. Our first priority is to support and assist our teachers in the continued development of PLCs. That development will include the creation of a viable curriculum for all students no matter who is teaching or the subject taught. In connection to this viable curriculum, PLCs will develop related common formative assessments and utilize i-Ready's Standard Mastery progress monitoring assessments. This will ensure that learning check points are established to address critical questions #2 and #3 prior to summative assessments so students are better prepared and are more assessment capable as a result. The second layer is to provide teachers with the Professional Learning, resources, and assistance needed to implement these expectations in today's diverse and challenging learning environments so that all students reach their learning goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create and provide ongoing Professional Learning related to the continued Development of the school's PLC practices. The focus for this year will be on the development of Essential Curriculum and Common Formative Assessment to directly impact and utilize best practices prior to the taking of summative assessments at the school, district, and state levels. The school is hosting a Professional Learning workshop prior to the start of the school year utilizing Title 1 Funds. This workshop will clarify for teachers what essential curriculum is and time to develop the first 3 to 4 weeks of curriculum as a starting point. With that initial training completed PLCs can then continue the development work throughout the year culminating in essential curriculum that can be reviewed and evaluated at the end of the year.

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

By When: The school is looking to implement this action step immediately. Our initial Professional Learning PLC workshop will have an essential curriculum in place to start the year.

The allocation of an Interventionist as part of the school's Title 1 funding to partner and support teachers with the following:
*Address student needs who are a Level I and Level 2 needing support with their deficits in Reading using and assisting with Tier 2 and Tier 3 support of small group instruction.
* Assist with setting up and using technology applications (gradebook, i-Ready, online textbooks, 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: Amy Cernansky (amy.cernansky@sarasotacountyschools.net)

By When: To begin immediately and continue throughout the school year. Teacher needs and instructional data will be the focus of and determining factor on the utilization of this position.

To better support the learning process along with providing teachers with the ability to implement Tier 2 and small group interventions and instruction the school will provide an instructional aide to assist when needed. This strategy will be funded as part of the school's Title 1 funding and will directly impact student learning at an individual level to help assist and ensure that "all" students will receive the support needed to reach their academic goals.

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

By When: To begin immediately and continue throughout the school year. Teacher needs and instructional data will be the focus of and determining factor on the utilization of this instructional support plan.

During Summer and Regular School Year (After School/Saturday): *Professional Learning designed to provide all instructional staff with Better Learning Through Structured Teaching strategies to plan and implement research based best practices related to lesson design.
*Professional Learning designed to provide all instructional staff with Best Practices with Tier 2 strategies to plan and implement research based best practices related to small group instruction.

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

By When: The school is looking to start this PD at the start of the 2nd quarter of the 2022-23 school year.

#3. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year the school's ESSA data still relates to the 2021-22 School year as the data for the 2022-23 school year has yet to be released. As in the prior year the school did not meet ESSA goals for only one of it's calculated sub-groups which was Students with Disabilities (SWD). The school did receive proficiency data related for the SWD subgroup and for the 2022-23 school this subgroup was at 22% proficiency in Reading (which fell by 1% over the prior year) versus 17% for the district. In Math, 32% of our SWD students reached proficiency (Increasing by 4% over the prior year) versus 30% for the district. So, there is optimism related to our SWD index increasing from 37% in 2022/23 to over 41% for the past year, however, even it we reach that goal of 41% it does not change that this subgroup needs to be an area of focus as the subgroup fails far below school expectations and goals. Additionally, this year school grade calculations will once again include learning gains and the lower 25% making learning gains and the SWD students are very often in this lower 25% group so they can potentially impact school in two if not three categories. If our school is going to commit to the mission and vision statement posted which essentially states, the school will provide educational excellence in a caring community for "all" students, then this subgroup needs to be a priority.

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 2023-24 school year Heron Creek Middle School will increase Reading Proficiency from 48% to 58%, 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.

As with our school's Reading Area of Focus the monitoring of our SWD student progress will also happen at various levels throughout the learning process. As in prior years we will still utilize FAST and i-Ready progress monitoring data along with Benchmark and Summative Assessments. Additional this year as part of the continued development of our PLCs and Best Practices we will also be placing an emphasis on all the steps of the learning process making the commitment to Essential Curriculum (EC) and Common Formative Assessments (CFAs) as check points of learning to ensure "all" students are receiving the instruction and supports as needed. PLCs will commit to a guaranteed curriculum that also promotes student equity for "all" students implemented with validity across all subject areas. Beyond the classroom we have been allocated an additional ESE Liaison and multiple ESE instructional aides to also assist with the monitoring process.

Person responsible for monitoring outcome:

Eric Idoyaga (eric.idoyaga@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HCMS will be utilizing evidence-based interventions aligned to Hattie's- Visisble Learning Framework, PLC best practices, State Adopted MTSS/RTI process, and Instructional Best Practices related to Better Learning Through Structured Teaching Lesson Design and Best Practices and Best Practices at Tier 2:
*DuFour - Learning by Doing: With a focus on the 3 Big Ideas of PLCs, the Four critical questions with an additional emphasis on the development of essential curriculum and common formative assessment as part of that PLC process

*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.
*Co-Teach Instructional Model for ELA and the inclusion of instructional aides in our intensive Reading, Science, and Social Studies classes.
* Utilization of a Reading Interventionist to support Tier 2 and 3 interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school's rational is a two layered philosophy to support and ensure SWD reach their learning goals. Our first priority is to support and assist our teachers in the continued development of PLC best practices. That development will include the creation of a viable curriculum for all students no matter who is teaching or the subject that is being taught. In connection to this essential curriculum PLCs will develop related common formative assessments where learning check points are established to address critical questions # 2 and # 3 prior to summative assessments so SWD are better prepared and are more assessment capable as a result. The second layer is to provide teachers with the Professional Learning, resources, and assistance needed to implement these expectations in today's diverse and challenging learning environments so that all students reach their learning goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The training of and utilization of our two new ESE liaisons to track, support, and ensure the implementation of IEPs with fidelity for all our SWD population. These positions are critical to the success or our SWD students and their ability to provide the needed support, training, instructional strategies, and ESE best practices for our SWD and their teachers which will play a major role in the success of these students.

Person Responsible: Cindy Gross (cindy.gross@sarasotacountyschools.net)

By When: Immediately, as both ESE Liaison will be attending the District's ESE Summer institute prior to pre-week trainings and then ongoing throughout the school year.

The training of and utilization of our ESE instructional aides in the support activities and expectations of Teachers in the implementation of IEPs and related accommodation with fidelity for all our SWD population in Social Studies, Science, and Reading Classes.

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

By When: Immediately, as all ESE instructional aides will receive ongoing training related to instructional best practices and expectations in a classroom setting for "all" SWD students.

Coordinate the various Jumpstart programs that are aimed at the development of reading and Math skills of SWD 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 targeting the SWD Population.
* 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.

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

By When: Jump Start Programs are set to begin mid-way through the 1st quarter.

The allocation of an Interventionist as part of the school's Title 1 funding to partner and support teachers with the following:
*Address student needs who are a Level I and Level 2 needing support with their deficits in Reading using and assisting with Tier 2 and Tier 3 support of small group instruction.
* Assist with setting up and using technology applications (gradebook, i-Ready, online textbooks, etc.)
* Assist in navigating curriculum (dissecting the standards to decide what to teach and h ow 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: Amy Cernansky (amy.cernansky@sarasotacountyschools.net)

By When: To begin immediately and continue throughout the school year. Teacher needs and instructional data will be the focus of and determining factor on the utilization of this position.

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Heron Creek Middle School our Math Algebra 1 Honors proficiency fell to 67% for the 2022-23 school year as compared to 74% in 2020-21. This decrease was the largest decline in proficiency of all the school grade calculated categories. As discussed earlier in this SIP there were numerous factors that contributed to the regression of proficiency in 2022-23 to include the following:
*Challenges surrounding the two Hurricanes that severely impacted the students, families, and school.
*There were also internal challenges to overcome as Two of our three Algebra 1 Honors Teachers were new. *Vacancies lead to one accepting the ESE Liaison and the third Teacher accepted a position at the neighboring High School.
*There were also collaboration concerns as their PLC and Progress Monitoring efforts were not in keeping with the Norms and Commitments the school staff had agreed up on through the consensus process.

With all the challenges of 2022-23 school year the Math Department is still committed to reaching the 80% proficiency goal for the upcoming year that was set back in 2021-22. As with the School's other areas of focus the Algebra Honors PLC will be charged with collectively determining the essential curriculum, related common formative assessments, the implementation of instructional best practices, and the use of progress monitor data both formative and summative to make the needed instructional adjustments that will ensure "All" students are making learning gains to attain an 80% proficiency level.

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 80% of the school's Algebra 1 Honors students will achieve proficiency on the Algebra Honors EOC State Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

As with the other areas of focus there will be an emphasis on monitoring student progress at the various stages of learning. The Teachers will utilize the traditional progress monitoring tools such district and state assessment but knowing that at this stage of assessing their may be little to no opportunity for the implantation of any interventions or remediation that can ensure "all" students have received the supports they need. With that, it will be critical for our Algebra 1 Honors PLC to development and implement PLCs Best Practices placing an emphasis on all the steps of the learning process and making the commitment to Essential Curriculum (EC) that uses Common Formative Assessments (CFAs) as check points of learning to ensure all students are receiving the instruction and supports as needed for "all" students.

Person responsible for monitoring outcome:

Jennifer Weinberger (jennifer.weinberger@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HCMS will be utilizing evidence-based interventions aligned to Hattie's- Visisble Learning Framework, PLC best practices, State Adopted MTSS/RTI process, Instructional Best Practices related to Better Learning Through Structured Teaching - Lesson Design and Best Practices, and Best Practices at Tier 2:
*DuFour - Learning by Doing: With a focus on the 3 Big Ideas of PLCs, the Four critical questions with an additional emphasis on the development of essential curriculum and common formative assessment as part of that PLC process

*Visible Learning Framework - Utilizing LISCs and high effect size strategies in every lesson.
* Utilization of a Math Interventionist to support Tier 2 and 3 interventions as well as support related to instructional best practices.
*Additional Small group interventions and instructional through our Jump Start math acceleration program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The same two layered approach will be utilized as in the other area of focus which are:
A priority to support and assist our teachers in the continued development of PLCs. That development will include the creation of an essential curriculum for all students no matter who is teaching or the subject taught. In connection to this viable curriculum PLCs will also develop related common formative assessments where learning check points are established to address critical questions # 2 and # 3 prior to summative assessments so students are better prepared and are more assessment capable to demonstrate their learning. The second layer is to provide teachers with the Professional Learning, resources, and assistance needed to implement these expectations in today's diverse and challenging learning environments so that all students reach their learning goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The allocation of an Interventionist as part of the school's Title 1 funding to partner and support teachers with the following:
*Address student needs who are a Level I and Level 2 needing support with their deficits in Reading using and assisting with Tier 2 and Tier 3 support of small group instruction.
* Assist with setting up and using technology applications (gradebook, i-Ready, online textbooks, etc.)
* Assist in navigating curriculum (dissecting the standards to decide what to teach and h ow to most effectively teach it).
*Assist in identifying and implementing tiered strategies to increase student success.
*Assist, in identifying using data to determine which students would benefit most from specific tiered strategies.

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

By When: To begin immediately and continue throughout the school year. Teacher needs and instructional data will be the focus of and the determining factor on the utilization of this position.

Create and provide ongoing Professional Learning related to the continued Development of the school's PLC practices. The focus for this year will be on the development of Essential Curriculum and Common Formative Assessment to directly impact and utilize best practices prior to the taking of summative assessments at the school, district, and state levels. The school is hosting a Professional Learning workshop prior to the start of the school year utilizing Title 1 funds. This workshop will clarify for teachers what essential curriculum is and time to develop the first 3 to 4 weeks of curriculum as a starting point. With that initial training completed PLCs can then continue the development work throughout the year culminating in essential curriculum that can be reviewed and evaluated at the end of the year.

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

By When: The school is looking to implement this action step immediately. Our initial Professional Learning PLC workshop will have an essential curriculum in place to start the year.

Coordinate the Math Acceleration Jumpstart tutoring program with the aimed at the providing additional Tier 2 interventions and small group instruction specific to students in any Math acceleration subject. Additionally, students can also utilize the Friday Night School support program - providing additional Math support for all students.

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

By When: Jump Start programs will begin midway through quarter one and will run through April of 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Heron Creek receives funding for student, family, and instructional support. The programs and allocation of these resources as listed below:
*Per/pupil Allocation - This is the general state funding that is allocated for each student. This funding stream takes into account the standard student allocation along with additional funding depending on the student's placement in various programs such as ESE and ELL. This varying of funding dependent on the student's related program placement ensures funding is in place and is utilized to provide additional support as needed. .

*Title 1 Federal Funding - As a Title 1 school with 77% of our students on free and reduced lunch the school qualifies for additional funding to support the school and its instructional needs. Our school has elected to allocate these funds to provide support for our 4 areas of focus outlined in the planning for improvement section of this school improvement plan.
The Title 1 funds are being utilized as follows:
-Staff member will address students' needs who are a Level I and Level 2 needing support with their deficits in Reading and/or Math. She will assist in Tier 2 and Tier 3 support small group instruction.
-Assist Behavior Specialist with implementation of behavior interventions and assist with student behavior in classes and across campus, monitor SID Database. Participate in weekly Behavior Teams.
-Assist in our Reading classes to increase small group intervention instruction.
-Assist in Social Studies and/or Science classes to increase small group intervention instruction.
-Aides will support students in CORE classes as our ESOL population has doubled in less than 1 year
-Assist Behavior Specialist with implementation of behavior interventions and assist with student behavior in classes and across campus, monitor SID Database. Participate in weekly Behavior Teams.
-Additional funding will be allocated for Academic Intervention
-Instructional Planning activities
* PLC Guiding Coalition Meetings - Designed to review and strategize next steps related to District and Conferences professional learning best practices.
* PLC Leader Meetings - Designed to review and strategize next steps related to Guiding Coalition feedback, District and Conferences professional learning best practices. These instructional next steps are determined using consensus at all levels.
-Professional Learning activities
* PLC Essential Curriculum (EC) Professional Learning - Teachers will patriciate in learning about EC and how to integrate that understanding into EC at the various grade levels and subject areas.
* PLC Formative Assessment (FA) Professional Learning - Teachers will patriciate in learning about FA and how to integrate that understanding into FA at the various grade levels and subject areas.
-Student Support Services - To provide an approved curriculum for our staff to assist our students with attendance, guidance, behavior, and social skills.

-Seven Planned Parent and Family Engagement events to which allows staff to assist families with various topics to include transition support, instructional data and program information support, Guidance support to provide coping skills and related student/parent portals, General parent engagement opportunities, Strategic support to improve PM3 outcomes and responsibilities, and Behavior Support Team focusing on Attendance, Emotional, Social, and Academic support.

* Jump Start - ESSR Funding:
- Summer Transition Programs - HCMS Cambridge Camp: The purpose of the Cambridge Camp is to involve Cambridge students and their teachers in fun yet challenging problem-solving activities that require higher order thinking and effective team participation in order to achieve the activity's goal.
- Jump Start 2023-24 programs: Jump Start Small Group Interventions - After hours targeted instruction in reading and math, Jump Start Tutoring support program for all core subjects, Jump Start Book Club, and the Civics Seal of Excellence program.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our school community comprised of school leadership, teachers, staff, parents, students, and business partners are included in developing the school improvement plan. This process began during the 2022-2023 school year as the plan was shared with each stakeholder group. Each group gave their input regarding strategies to increase the success of all students. As we were informed of becoming a Title 1 school for the first time in nearly 20 years, we developed strong commitments from our community in engaging conversations as to the needs of our families and students. Before the end of the 2022-2023 school year, our SAC, SDMT, and Cabinet, were involved in addressing the HCMS School Compact and reviewing our data we had at that time. To include representation from our community, we will address the needs of our students in a variety of languages. Throughout the year we will hold meetings to assist our families with information regarding data and how to address their needs. Our School Improvement Plan and other documents will be available on our school website with links to strategies, data, school compact and meetings. Throughout the school year all stakeholders will review the progress of the school's improvement plan. Data will be reviewed, and strategies will be addressed as to the success of the Heron Creek School Improvement plan. Each staff meeting, we will discuss our strategies and successes along with each SDMT meeting and Cabinet meeting. Documentation will be shown through the agendas for each of these meetings. Data and strategies will be shared regarding our subgroups and how we are addressing those needs for the success for every student, every day.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://www.sarasotacountyschools.net/schools/heroncreek

HCMS makes a concerted effort to create a positive school climate where individuals, families and our community feel valued, cared for, and respected. This atmosphere contributes to effective teaching and learning, and promotes genuine communication within and outside the school and community. Some of the ways in which we work collectively to fulfill the school's mission, support the needs of students and keep parents informed are as follows:

Building effective communication within the school

Working to meet the needs of all stake-holders

Creating a healthy school environment

Creating collaborative processes

Enhancing self-efficacy

Fostering respect for diversity

Fostering inclusion and a culture of belonging

Developing appropriate communication between home and school

To foster parent involvement in an organized, ongoing and timely manner, HCMS will assess present practices of parent involvement through pre and post surveys to establish baseline data. HCMS will hold an annual meeting in which all parents will be informed of the school's participation in the Title I program, the requirements and their right to be involved. The school-wide parent involvement committee will meet monthly to provide information about the program, share strategies for success and offer time for parents to ask questions and give feedback. Additionally, HCMS will ensure that parents understand all policies, rules, notices, parent compacts, etc...by having them printed in all home languages as well as conducting meetings in home languages. HCMS will have a mid-year Spring Showcase to highlight student work and accomplishments. Additional opportunities for ongoing parent involvement include Parent University, ESOL nights, Fall Family Festival, 8th grade Family Night, monthly Coffee with the Counselors, Donuts for Grownups, and monthly Behavior Support Team training for parents. Finally, the school will provide a regular schedule of useful notices, memos, phone calls, newsletters, emails, and communications through social media.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Heron Creek Middle School is committed to including all stakeholders and the analysis of data as it develops and strengthens its academic programs. Funding along various programs and learning opportunities are allocated and aligned to the targeting of student sub-groups and the corresponding subject areas to better address the needs of "all" students. Theachers will play an important role in the success of the referenced plans and their professional learning is pivotal for the success of these programs. To ensure our teachers receive the training they need professional learning opportunities will be available at the school, district, and state levels. The district also has a robust Professional Development System where teachers take part in additional professional learning of their choosing to supplement any additional learning gaps in which the teacher may need support. With the process of analyzing data and providing teachers with training and support needed to implement highly effective instructional strategies, practices, activities, and lessons, there is also a need to increase the amount of quality learning to include enrichment and accelerated learning opportunities. The school looks to accomplish training and support needs by ensuring the implantation of quality bell to bell instruction using researched based best practices like those outlined in Dufour's, Hattie's, and Fisher's highly acclaimed work. Additionally, students will have access to ongoing and continued learning for remediation, enrichment, and acceleration both at the class level and as part of our various before and after school academic programs which looks to support "all" students no matter their needs or progress in the learning cycle.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

HCMS is currently using SchoolLinks to expose students to college career and life readiness opportunities and pathways. Students enter as 6th graders and work through a scope and sequence where they will explore their learning style, careers, and start to think about setting career goals. As they move into 7th grade students continue to develop smart goals, how to explore careers and deepen their knowledge related to interested areas of focus and learn about the related income associated with those chosen careers. Finally, as 8th graders students again continue to explore the pathways to interested careers including possible internships opportunities, reflect and take a look back at all they have explored and learned, and then work to finalize their personalized career plan to take with them as they move on to High School.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

HCMS provides school-based mental health services support for students through individual and small group counseling services targeted to meet the specific needs of our students. These groups are developed based on feedback and data collected from classroom teachers, staff, and parent requests. Specialized support services are provided to students based on needs as determined through SWST/CARE, IEP/504 through counseling as a related services with school counselors, social workers and school psychologists. Behavior intervention is also provided through small group and individual support by behavior intervention team to address issues including by not limited to social skills, self-advocacy, and independent functioning. Weekly meetings of our Behavior Academic Support team assess feedback/data provided by teachers and staff to determine new and ongoing individual needs of students, assess student progress, and also address certain school-wide trends through interventions and supports. The weekly, ongoing collaboration allows us to implement support in a timely manner.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

School-wide PBIS plan including level 2 and level 3 interventions, small group instruction through school counselors and behavior team, student focused counseling through school counselors, monthly classroom guidance lessons, PBIS reward system utilized bi-monthly basis based on P.R.I.D.E. characteristics. Monthly meetings of our PBIS team to address school culture and community needs. At the Tier 1 school-wide level, teachers, staff and students work together to recognize and demonstrate pillars or excellence (PRIDE) through bi-monthly rewards. Staff recognizes students on a daily basis and students are allowed to submit nominations for teachers/staff for demonstrating monthly PRIDE

characteristics. We will also continue to develop our PBIS support at Tier 2 and Tier 3. To do this, we will implement weekly meetings with behavior-academic team to review ongoing SID data (SID-student incident data) submitted by classroom teachers related to behaviors of concern for specific students that are occurring in the classroom. This will provide ongoing planning to address individual needs and provide specific and targeted support to students and teachers based on real-time data. The Weekly collaboration also allows us to provide support in a timely manner to students as well as monitor progress specific to the student and the interventions fidelity and effectiveness. Support may include daily or weekly check-in/check-outs with behavior support team, referrals for additional academic support, weekly lunch bunch, and increasing as indicated to Tier 3 intensive support including behavioral assessments and behavior intervention plans. In addition to this support, the data collected would also yield real-time information related to broader areas of need that can be addressed through targeted small group interventions, school-wide guidance, parent education, and ongoing PD for teachers.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

HCMS is currently using SchoolLinks to expose students to college career and life readiness opportunities and pathways. Students work to explore and develop an understanding of their interests and learning styles. Through is exploration students are working to create a personalized college career and life readiness plan the take forward to High School where they will continue the process of determining next steps and the pathways to get there.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$871,670.88
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1261 - Heron Creek Middle School	Title, I Part A		$871,670.88
		Notes: Title 1 funding - 760,780.16 Jump Start ESSR funding - 111,592.72 Total = $871670.88				
2	III.B.	Area of Focus: Instructional Practice: ELA				$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
4	III.B.	Area of Focus: Instructional Practice: Math				$0.00
					Total:	$871,670.88

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes