

# Heron Creek Middle School



2014-15 School Improvement Plan

## Heron Creek Middle School

6501 W PRICE BLVD, North Port, FL 34291

[www.sarasotacountyschools.net/heroncreek](http://www.sarasotacountyschools.net/heroncreek)

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

72%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

33%

### School Grades History

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

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Heron Creek Middle School is a learning environment where all students will be provided Readiness for Options for college and/or careers, and life-long success.

##### Provide the school's vision statement

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

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Heron Creek Middle School fosters respect and understanding among all cultures and individuals who learn and work in our school community. Heron Creek Middle will:

- \* Create a positive environment
- \* Empower all people to reach their full potential
- \* Remove barriers of bigotry and prejudice that infringe upon individual freedom, respect and progress
- \* Attract talent that reflects our community

Heron Creek Middle will develop and host a community "World Culture Night" event in the fall to celebrate and honor our diversity. HCMS- Where the "World" comes to learn.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Heron Creek Middle has a comprehensive supervision plan that involves all staff members. During class transitions, staff members are visible to help minimize and curtail potentially unsafe situations. Supervision begins prior to student arrival and is activated prior to dismissal. Our Security Monitor and SRO actively patrols the buildings during classes for additional safety support. Guidance Counselors conduct bullying talks throughout the year.

Heron Creek Middle has also been recognized by the State for its Positive Behavior Support focus. Students can earn quarterly privileges for making positive choices.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Heron Creek Middle has implemented a discipline flow chart and PBS Teacher Intervention record form to encourage proactive measures for minimizing distractions. Teachers document general classroom misconduct and interventions using the PBS Intervention form. After three incidents, administration and behavioral specialist provide ongoing support. Teachers may at any time elect to complete a discipline referral using the district form for problematic students. Students that have specially designed Behavior Intervention Plans are created with stakeholder input. HCMS is one of few schools that has a "SATOSS/Challenge to Change" program.

Heron Creek Middle has also implemented Positive Recognition referrals to identify students doing



well. Parents also appreciate the positive phone calls which helps to strengthen stakeholder partnerships.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students that exhibit emotional needs have daily access to counselors. Students can complete an incident report form to request counseling assistance/services. Teachers advocate for students and work closely with counselors to apply appropriate services to meet the needs of students. Additionally, the school has partnered with several outside agencies to address more severe cases.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Through our MTSS (Multi-Tiered System of Supports) process and with the leadership of counselors, administrators, school psychologists, social workers and teachers, we identify and support students who are struggling academically and/or behaviorally. The teachers identify and develop interventions through collaboration; if the process is not working, teachers then communicate data to guidance counselors and then students are supported through an intervention process with the school-wide support team. The consistent structures rely heavily on student data and subjective communication. We currently have about 10% of our population that have attendance below 90% during the past school year. As it relates to suspensions, we have nearly 35% of our student population who have been assigned to in-school and /or out-of-school suspension during the past school year. As it relates to course failures, we have a significant number of failures in math compared to English Language Arts. We also experienced roughly 49 students who were scheduled to attend summer school this past school year. On statewide standardized assessments, we have nearly 10% of each grade level scoring a Level 1 in math or English Language Arts.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	28	46	33	107
One or more suspensions	31	161	109	301
Course failure in ELA or Math	5	1	2	8
Level 1 on statewide assessment	78	76	67	221
Course failure in Math	15	5	4	24

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	21	35	30	86

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

We believe the following strategies are the foundation of good instruction for all students and improves academic performance:

- \* Writing to explain with support & details
- \* Paraphrasing/summarizing
- \* Asking students why? How?
- \* Close reading with purpose
- \* Level 2,3, 4 D.O.K (Depth of Knowledge)
- \* Goal Setting
- \* Random questioning/ think time (cueing, prompting)
- \* Use of rubrics
- \* Before/After school tutoring
- \* Peer tutoring
- \* Personalized instruction
- \* Mentoring
- \* Weekly progress report

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Heron Creek Middle will continue efforts to sign up parents through PALS to volunteer their time to support school initiatives and programs. To date, we have roughly 50+ willing parents. Additionally, our annual Open House and Family Literacy Nights support the literacy elements that promote the focus on students reading and the importance of literacy. We also plan and host a "World Culture Night" community celebration to honor diversity within the school.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Heron Creek Middle school continues to establish partnerships with local businesses. Our building principal is a member of the local Chamber of Commerce which serves as a liaison between community partnerships. We understand the importance of community relationships and the role they play in providing students enhanced educational opportunities. We also recognize that a partnership should benefit both students and business partners. So we send out letters and meet with area business to pitch our various patron levels. To date, we have secured additional business partners.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership**

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

Name	Title
Gruhl, Matthew	Principal
Wilson, Raymond	Assistant Principal
Steiner, Jim	Instructional Coach
Purcell, Kevin	Teacher, ESE
Kreminski, Betsy	Guidance Counselor
Ryan, Heather	Guidance Counselor
Waterhouse, Kim	Teacher, ESE

**Duties**

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

Teaching and learning is top priority at Heron Creek Middle School. Administration sets instructional goals and high expectations that focus on student achievement. Administration seeks to create a culture of excellence, teamwork and collaboration amongst the staff. Administration also fosters a school climate that supports both student and staff success and promotes student achievement and appreciation for all students. Counselors, Behavioral Specialist and Liaisons provide multiple layers of support through a problem-solving approach.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Through our counseling office, we process and support students who are struggling in their academics or behavior. The teachers identify and develop interventions through collaboration; if the process does not work, they communicate the data to the guidance counselor and that student is supported through an intervention process with the school wide support team. Our ESE students are supported with an additional support from the ESE Liaison who directly works with the teachers, students and parents to enrich the child's education. The consistent structures rely heavily on student data and subjective communication; we have now developed a PAT (Patriot Academic Tutoring) program, redefined math intensive with better data driven instruction, and redefined the reading department with drill down data meetings.

The nutrition program provides an opportunity for our students to access a decent meal each day. Through a series of dialogues, the students have learned of the importance of good nutrition and its effectiveness on the body and learning.

Support for ELL students have provided them a learning environment that is safe and supportive. We plan to introduce TeleParent, a communication tool, so that teachers can effectively communicate with parents/guardians of ELL students.

Our resource officer provides a series of talks about violence prevention, safe use of the internet, and anti-tobacco programs throughout the school year. The support is highly engaging, and it provides the students an additional person on campus they can communicate with when there is a concern.

Additionally, guidance counselors conduct "group talks" for various social needs.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Matthew Gruhl	Principal
Michael Constanza	Parent
Jason Linneweber	Teacher
Jim Steiner	Teacher
Sherry Krug	Education Support Employee
Frances Bonagura	Education Support Employee
Kristine Vidal	Parent
Elizabeth Alder	Parent
Chris Owens	Teacher
Ashli Nilsson	Parent
Kay Rampersad	Parent
Richelle Harris Shindel	Business/Community
Jennifer Weinberger	Teacher
Amanda Franks	Student
Meghan Doherty	Student
Kalle Blizzard	Student
Matthew Weinberger	Student

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The school improvement plan becomes an agenda item for a designated monthly meeting. The SAC committee reviews and provides feedback for necessary outcomes. The SAC committee then use rules for voting to adopt the school improvement plan.

*Development of this school improvement plan*

Article III. Purpose

The purpose of the School Advisory Council/SDMT is to enhance school site including taking time to serve in an advisory capacity to the principal regarding school improve to assist in the evaluation of the school improvement plan and to provide input on the budget of school improvement funds pursuant to Florida Statute 229.58.

*Preparation of the school's annual budget and plan*

SAC provides input, reflection, and approves funds for necessary resources aligned with student achievement in various aspects within the school.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

In developing a school wide PD opportunities, SAC is informed as to the need and the process, and then is asked to define the desired outcome to verify its impact on student achievement. The second responsibility is to be determined based on the ideas that teachers discover throughout the year and the allocation needed.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

We have secured all SAC representatives as outlined except a student representative. We plan to fulfill this vacancy through a democratic process very soon.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clark, Susan	Teacher, K-12
Eley, Charles	Teacher, K-12
Gruhl, Matthew	Principal
Wilson, Raymond	Assistant Principal
Linneweber, Jason	Teacher, K-12
Lundberg, Laura	Teacher, K-12
Mattu, Jennifer	Teacher, K-12
Purcell, Kevin	Administrative Support
Steiner, Jim	Administrative Support
Storino, Liz	Teacher, K-12
Waterhouse, Kim	Teacher, ESE
Therrien, Deborah	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

We are placing an emphasis on high level strategies such as:

- \* Consistent and pervasive text marking
- \* Note- Taking
- \* Close Reading
- \* Lunch & Learns

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

We encourage positive working relationships through common planning and weekly PLC meetings. As an added bonus, we build teacher leadership by providing opportunities for teachers to facilitate

professional development during "Lunch & Learns". We have also instituted morning PD sessions and opportunities for teachers to visit other classrooms.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Develop an internal mentoring system that support the district wide process that includes data chats on a monthly basis with the new teachers to ensure they are receiving the necessary supports campus wide. District have contacted several universities to advertise our positions. Provide opportunities for teachers to visit other classrooms. We have also implemented "Lunch & Learn" where teachers conduct professional development for their peers.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

We have a district wide mentoring program for all new teachers that fully supports new hires with mentors which is paid out of school funding. The mentors are trained through a district process to ensure they meet expectations. We make every effort to match according to subject area, but if that does not work, we match by grade level.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We have a district-wide Instructional Focus Guide created by teachers and district curriculum specialists. This document is a guide to Florida Standards/NGSS.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

We have implemented district benchmark assessments that emulate the anticipated Florida State Assessment format. The results from these assessments guide both content focus and strategies with regards to remediation and enrichment. We have also implemented Instructional Directional Meetings (IDMs) three times a year to discuss what we're doing and why.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 3,720

Providing targeted enrichment and academic support for struggling students.

**Strategy Rationale**

We've experienced a high percentage of students in danger of failing and needing to attend summer school. There is also a need to focus on fluency practices in math and reading.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gruhl, Matthew, matthew.gruhl@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Attendance record and classroom performance grades will help drive the supports needed.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

We have the following strategies in place for students:

- \* Guidance visits to elementary schools
- \* Orientation
- \* Incoming 6th Grade Parent night
- \* Grade Level Teaming where teachers semi-quarterly review student progress and determine tiered interventions needed.
- \* High school SPIN Night
- \* Junior Achievement Career Planning Activities

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The counselors personally meet with each student. We do an inventory as early as 6th grade to identify the potential track, communicate the importance of grade point averages, and provide a platform for students who are struggling to improve their academics. We will also offer a college visit for 7th and 8th graders this year. Additionally, we also have Junior Achievement Career Planning activities for 8th graders scheduled during the fall season.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

In developing our CTE programs to better engage student learning, we incorporated Project Lead the Way which introduces design and planning, and then robotics. The class is partnered with a math and science class to have the students better identify the cross curricular needs. We are also supporting

the students through a CTE course in computers. This course supports the students engagement and knowledge with microsoft tools that will enhance project based learning. We have twelve classrooms outfitted with project based environments that promote engagement through the use of technology.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

We keep a heavy emphasis on participation in STEM activities. We also have a Technology Student Association club that participates in various competitions. This is a criterion-based club that focus on high academic and achievement performance.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** During the 2015 school year, the school will improve the supportive environment in the area of attendance by reducing the percentage from 10% to 5% for students below 90% attendance.
- G2.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and a majority of subgroups as measured by either district developed target or AMOs.
- G3.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and a majority of subgroups as measured by either district developed target or AMOs.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** During the 2015 school year, the school will improve the supportive environment in the area of attendance by reducing the percentage from 10% to 5% for students below 90% attendance. 1a

G051393

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0

**Resources Available to Support the Goal** 2

- Counselors
- Social Worker
- Truancy Officer
- Positive reinforcement incentives
- Teachers
- Attendance record reporting

**Targeted Barriers to Achieving the Goal** 3

- Lack of student motivation to attend school

**Plan to Monitor Progress Toward G1.** 8

Attendance data reports

**Person Responsible**

Betsy Kreminski

**Schedule**

Biweekly, from 9/18/2014 to 5/29/2015

**Evidence of Completion**

Improved attendance

**G2.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and a majority of subgroups as measured by either district developed target or AMOs. 1a

G050511

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ELL	47.0
AMO Reading - African American	59.0
AMO Reading - SWD	53.0
AMO Reading - ED	72.0
AMO Reading - Hispanic	73.0
AMO Reading - White	77.0

**Resources Available to Support the Goal** 2

- Springboard textbook
- District Benchmark assessments
- Success Maker software

**Targeted Barriers to Achieving the Goal** 3

- High number of SWD in reading classes without additional ESE support

**Plan to Monitor Progress Toward G2.** 8

Instructional strategies inventory

**Person Responsible**

Matthew Gruhl

**Schedule**

Monthly, from 9/8/2014 to 4/30/2015

**Evidence of Completion**

Pre & Post observation conference notes

**G3.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and a majority of subgroups as measured by either district developed target or AMOs. 1a

G038253

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ELL	68.0
AMO Math - African American	64.0
AMO Math - SWD	51.0
AMO Math - ED	73.0
AMO Math - Hispanic	75.0
AMO Math - White	79.0

**Resources Available to Support the Goal** 2

- Instructional Focus Guides
- Deconstructed standards and test specifications

**Targeted Barriers to Achieving the Goal** 3

- Ongoing adjustments to Florida Core standards and goals.

**Plan to Monitor Progress Toward G3.** 8

Analyze benchmark data

**Person Responsible**

Raymond Wilson

**Schedule**

Monthly, from 9/18/2014 to 5/21/2015

**Evidence of Completion**

Increased success on benchmark testing data

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** During the 2015 school year, the school will improve the supportive environment in the area of attendance by reducing the percentage from 10% to 5% for students below 90% attendance. **1**

 G051393

**G1.B1** Lack of student motivation to attend school **2**

 B129141

**G1.B1.S1** Assign teacher mentors to students below 90% attendance. **4**

 S141302

#### Strategy Rationale

Students need constant motivation and encouragement.

#### Action Step 1 **5**

The school will assign teacher mentors to students that includes those with attendance below 90%.

#### Person Responsible

Betsy Kreminski

#### Schedule

Biweekly, from 9/18/2014 to 5/28/2015

#### Evidence of Completion

School attendance records and mentor feedback.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Review attendance records

**Person Responsible**

Betsy Kreminski

**Schedule**

Monthly, from 9/18/2014 to 5/29/2015

***Evidence of Completion***

Improved attendance

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Analyze attendance data

**Person Responsible**

Betsy Kreminski

**Schedule**

Monthly, from 9/18/2014 to 5/29/2015

***Evidence of Completion***

Attendance reports

**G2.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and a majority of subgroups as measured by either district developed target or AMOs. 1

G050511

**G2.B1** High number of SWD in reading classes without additional ESE support 2

B127540

**G2.B1.S1** Employ the services of ESE Liaison and Behavioral Specialist to help reading teachers establish goals and utilize best practices. 4

S139725

### Strategy Rationale

There is an immediate need for ongoing support.

### Action Step 1 5

We will help reading teachers develop effective classroom instructional and management plans.

#### Person Responsible

Matthew Gruhl

#### Schedule

Quarterly, from 9/8/2014 to 3/31/2015

#### Evidence of Completion

Documentation of strategies used and frequency

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

We will conduct Instructional Direction Meetings. (IDMs)

#### Person Responsible

Matthew Gruhl

#### Schedule

Monthly, from 9/8/2014 to 4/30/2015

#### Evidence of Completion

Teacher will bring documentation of strategies and the impact on student learning.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Classroom visits and observations

**Person Responsible**

Matthew Gruhl

**Schedule**

Biweekly, from 9/8/2014 to 4/30/2015

**Evidence of Completion**

Classroom visits and observation notes

**G3.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and a majority of subgroups as measured by either district developed target or AMOs. 1

G038253

**G3.B1** Ongoing adjustments to Florida Core standards and goals. 2

B129103

**G3.B1.S1** Incorporate "Lunch & Learn" PD sessions where teacher leaders are facilitating learning and instructional practices among colleagues. 4

S141255

**Strategy Rationale**

It is necessary to build a learning culture that promotes consistent and pervasive instructional practices.

**Action Step 1** 5

"Lunch & Learn" PD sessions

**Person Responsible**

Matthew Gruhl

**Schedule**

Monthly, from 9/18/2014 to 3/26/2015

**Evidence of Completion**

Logs, observation notes and attendance records



**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Classroom observations

**Person Responsible**

Matthew Gruhl

**Schedule**

Weekly, from 9/18/2014 to 5/29/2015

**Evidence of Completion**

Observation notes and feedback.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Observation and feedback

**Person Responsible**

Matthew Gruhl

**Schedule**

Biweekly, from 9/18/2014 to 5/28/2015

**Evidence of Completion**

Effective instructional practices that are consistent and pervasive.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	We will help reading teachers develop effective classroom instructional and management plans.	Gruhl, Matthew	9/8/2014	Documentation of strategies used and frequency	3/31/2015 quarterly
G3.B1.S1.A1	"Lunch & Learn" PD sessions	Gruhl, Matthew	9/18/2014	Logs, observation notes and attendance records	3/26/2015 monthly
G1.B1.S1.A1	The school will assign teacher mentors to students that includes those with attendance below 90%.	Kreminski, Betsy	9/18/2014	School attendance records and mentor feedback.	5/28/2015 biweekly
G1.MA1	Attendance data reports	Kreminski, Betsy	9/18/2014	Improved attendance	5/29/2015 biweekly
G1.B1.S1.MA1	Analyze attendance data	Kreminski, Betsy	9/18/2014	Attendance reports	5/29/2015 monthly
G1.B1.S1.MA1	Review attendance records	Kreminski, Betsy	9/18/2014	Improved attendance	5/29/2015 monthly
G2.MA1	Instructional strategies inventory	Gruhl, Matthew	9/8/2014	Pre & Post observation conference notes	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Classroom visits and observations	Gruhl, Matthew	9/8/2014	Classroom visits and observation notes	4/30/2015 biweekly
G2.B1.S1.MA1	We will conduct Instructional Direction Meetings. (IDMs)	Gruhl, Matthew	9/8/2014	Teacher will bring documentation of strategies and the impact on student learning.	4/30/2015 monthly
G3.MA1	Analyze benchmark data	Wilson, Raymond	9/18/2014	Increased success on benchmark testing data	5/21/2015 monthly
G3.B1.S1.MA1	Observation and feedback	Gruhl, Matthew	9/18/2014	Effective instructional practices that are consistent and pervasive.	5/28/2015 biweekly
G3.B1.S1.MA1	Classroom observations	Gruhl, Matthew	9/18/2014	Observation notes and feedback.	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G3.** During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and a majority of subgroups as measured by either district developed target or AMOs.

**G3.B1** Ongoing adjustments to Florida Core standards and goals.

**G3.B1.S1** Incorporate "Lunch & Learn" PD sessions where teacher leaders are facilitating learning and instructional practices among colleagues.

### **PD Opportunity 1**

"Lunch & Learn" PD sessions

#### **Facilitator**

Various teacher leaders

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 9/18/2014 to 3/26/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 3:</b> During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and a majority of subgroups as measured by either district developed target or AMOs.	0
<b>Grand Total</b>	<b>0</b>

**Goal 3: During the 2015 school year, the school will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and a majority of subgroups as measured by either district developed target or AMOs.**

Description	Source	Total
<b>B1.S1.A1</b> - We are using funds to purchase food and materials for our "Lunch & Learn" PD sessions.	General Fund	0
<b>Total Goal 3</b>		<b>0</b>