

Heritage Middle School



2014-15 School Improvement Plan

Heritage Middle School

1001 PARNELL CT, Deltona, FL 32738

<http://myvolusiaschools.org/school/heritagemiddle/pages/default.aspx>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia County School Board.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Heritage we strive to help every student reach his or her fullest potential. Teachers, students, and parents work together to influence students to be critical thinkers as well as respectable citizens in our community.

Provide the school's vision statement

The spirit of Heritage Middle School embodies a community of students, parents and staff working together. We believe in providing a secure and student-centered environment that empowers all to soar to the highest levels of personal and academic excellence.

School Environment

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

In October Heritage teachers will attend a training titled "Culturally Relevant Teaching." Also, October, Heritage hosts a Family Fun Night. Games, activities, and contests are provided and students, parents, teachers, and community members participate. Each school year Heritage celebrates various activities on campus to support Hispanic Heritage Month and Black History Month. Business partners and clubs are invited to set up tables and booths. Students and teachers have the opportunity to interact outside of the classroom and build rapport. Further, Heritage hosts a I-Mom's/ All Pro Dads breakfast every month offering training and activities to parents and students of all backgrounds.

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

Before and after school administrators, identified teachers, campus advisers, and the SRO supervise the campus to assure safety. The Behavior Leadership Team previously established a protocol for faculty and staff to greet students by name (whenever possible) when they see them. Further, the school has established a Bullying Awareness Program that includes guest speakers, special assemblies, and anonymous bully reporting boxes that are placed throughout the campus.

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

Instructional time is a priority at Heritage and is protected by the principal in a variety of ways. Most of Heritage teachers have been trained in CHAMPs, which establishes protocols for when the student can talk, move around the room, request help, and describe what participation should look like during a variety of classroom activities. Training has been offered in student engagement strategies where teachers learn a variety of strategies to keep students actively engaged while learning the subject. Further, every teacher follows a uniform tardy and discipline policy and these policies are posted in each classroom. We train our teachers and students each year on the "Heritage Way". Students attend an annual discipline meeting with their administrator. Further, heritage uses student planners

and the 10/10 rule which enforces students being in class during the critical first and last ten minutes of the period.

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

Heritage employs a rotating system for its guidance counselors so that a counselor moves with the group of students through 6th, 7th and 8th grade. This ensures the counselor to know the students and parents in a more personal way. Further, 8th graders have a component of career planning in their US History class. 7th & 8th graders are invited to VCS's Career Exploration Fair. This year classroom training through guidance on effective study skills and habits will be offered as well as two small groups for social/emotional issues. Heritage also provides two mentoring programs: Faculty, staff, and community volunteers are trained to mentors students in need. Also, 8th graders are identified and invited to join a mentoring group where they mentor identified 6th graders. Further, all students have access to individual counseling as there is one guidance counselor per grade level.

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

Heritage Middle School accesses the early warning systems report on a quarterly basis. The indicators are as follows:

- Course failure in ELA or mathematics
- Attendance below 90% (including OSS)
- YTD suspensions 1 or more
- Level 1 on statewide assessments in ELA or mathematics

Any student who meets at least 2 of these will identify a student in the Early Warning System report and parents are invited to a meeting at the school.

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	19	27	31	77
One or more suspensions	31	47	44	122
Course failure in ELA or Math	21	20	7	48
Level 1 on statewide assessment	54	39	23	116

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	66	97	95	258

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

The Early Warning System report is used to determine school-wide trends which impact academic performance of students at Heritage. The indicators that appear to be the most crucial become the school's focus for intervention efforts. These areas are regularly discussed during school leadership meetings and Professional Learning Communities where data is considered and analyzed and research based interventions are developed to address areas of concerns. Heritage employs the use of lesson design and WICOR strategies as research based interventions.

The following are interventions that are used at Heritage to address specified concerns at the school:

After school tutoring

Professional development

Mentoring

Lunch tutoring

Remediation

Continuous review of the Early Warning System report allows the school team to determine if interventions are successful in areas of concern. For students exhibiting continued difficulty beyond the systems in place at Heritage, they are referred to the school's Problem Solving Team (PST) and the parent is always invited in order to develop individual interventions that can be implemented and monitored.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190058>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Heritage maintains an excellent rapport with several local businesses who have donated goods, time, and resources. The school offers reciprocal recognition by hosting a Volunteer Breakfast, inviting businesses to set up tables at the school's Family Fun Night, and sending thank you letters and advertising on our school's website. add other events. Heritage also hosts a monthly I'Mom's and All Pro Dad's breakfast where community members and business partners are an active part in speaking, making donations, or performing. Heritage uses newsletters, parent portal and our online grade book to aid in the communication between home and school.

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
Stemberger LaRuss, Rosemary	Teacher, K-12
Carbonell, Carolyn	Principal
Johnson, Elizabeth	Assistant Principal
Slocum, Jacquese	Assistant Principal
Burton, Evan	Assistant Principal
Sterrett-Pegg, Judy	Instructional Coach
Mcmillon, Debi	Psychologist
Cimino, Mike	Instructional Coach
Dempsey, Amy	Instructional Coach
Dunaway, Greg	Teacher, K-12
doran, elizabeth	Teacher, K-12
Holland, John	Teacher, K-12

Duties

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

Principal: The principal provides a common vision for the use of data-based decision-making by promoting the Multi-Tiered System of Support. In this role, she ensures that educators are implementing the district's Progress Monitoring Plan accessible through the K-12 curriculum link of the VCS webpage and the VCS Problem Solving/Rtl model (Problem identification, analysis of problem, intervention implementation and response to intervention) for those students who do not respond effectively to core instruction. For those student who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. She further ensures adequate professional development is scheduled for faculty. School Psychologists will provide and facilitate training on skill building and understanding of the components of PS/Rtl. Support of the school's team in the completing of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/Rtl. Finally, she communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving Rtl website (under Psychological Services) in order to address provided information about PS/Rtl at PST meetings.

School Psychologist: The psychologist assists in interpreting individual, class, grade-level, and school data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. The psychologist further ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Finally, this individual provides professional development to staff on PS/Rtl as necessary.

Select General Education Teachers (primary and intermediate): Teachers provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Teachers participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, support facilitation, and consultation. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading coach: The coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Personnel: The school has a leadership team consisting of the principal, assistant principals and academic coaches. The leadership team review student data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district as well as our school's leadership team. Teachers meet weekly as Professional Learning Communities to collaborate on curriculum planning and share instructional strategies.

Curricular: Our math, language arts, and reading teachers will be implementing the new Florida Standards this year. Support is provided by district supervisors and academic coaches. All teachers are also supported by school administrators.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Judy Sterrett-Pegg	Teacher
Carolyn Carbonell	Principal
Tammy Blackburn	Parent
Venise Brown	Parent
Jodee Deen	Parent
Maria Hayes	Parent
Sharian Keys	Teacher
Sona Pina	Education Support Employee
Sharon Flood	Parent
Elizabeth Doran	Teacher
Evan Burton	Teacher
Theresa Butial	Parent
Kelly D'Errico	Parent
Anglea Moore	Student
Erica Usher	Parent

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

In order to evaluate the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty as well as the School Advisory Council to receive input.

Development of this school improvement plan

The Heritage Middle SAC has regular and ongoing input into the School Improvement Plan. At the September 2014 meeting, SAC discussed barriers and potential strategies for the 2014-15 school year. This input was included in drafting the plan. The SIP draft is presented to SAC for revisions and/or corrections.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

N/A

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Carbonell, Carolyn	Principal
Sterrett-Pegg, Judy	Instructional Coach
Slocum, Jacquese	Assistant Principal
Johnson, Elizabeth	Assistant Principal
Dempsey, Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Team of Impact is a collaborative group working together using a common language with students when working with text, responsive writing, and the Common Core State Standards (CCSS). The Team of Impact is transitioning the entire faculty to the "Bring Your Own Technology" (BYOT) at Heritage Middle School. By the end of the school year, all teachers will be employing this program which allows students to use technology in learning.

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

Professional Learning Communities: Departments within grade levels meet as PLCs once per week to reflect on and plan units of study. Also, PLCs discuss and analyze data to assure maximum student learning.

Lesson Design: Heritage established a school-wide initiative for teachers to study lesson design and to understand why teachers plan the lessons they do and to be intentional in crafting lessons.

Department meetings are held once per month to ensure that collaboration is taking place among the grade levels.

Heritage currently has five academic coaches to support, direct, and assist teachers in each academic department.

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

-district job fair: administration

-new teacher programs (Individualized PD, mentors, peer classroom visits, other site visits):
administration and mentor teachers

-leadership opportunities: administration

-professional development: administration and Academic Leadership Team

-PLC activities: all teachers

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

Teachers in their first year of teaching have been provided with a Peer Assistance and Review (PAR) Mentor Teacher. The PAR Mentor Teacher works closely with each new teacher to assist with the development of each new teacher's Deliberate Practice Plan. Additionally, PAR Mentor Teachers

conduct regular classroom observations (walkthroughs and full period observations) to provide instructional support to new teachers. Further, the administration hosts monthly meetings for new teachers to allow discussion and provide support in their new career. Teachers in their 2nd year of teaching, are assigned a mentor teacher. If the teacher is new to Heritage but they are a veteran teacher, they have been assigned a "buddy."

The HMS mentor pairings for 2013-2014 are as follows:

Teacher New to HMS - Mentor

Russell Fox-Kristy Kuches

Daniel Fink-Beth Doran

Adrienne Palmer-Katherine Cainelli

Pauline Wild-Katherine Cainelli

Michael Bjorklund-Amy Dempsey

Chasidy Moon-Amy Dempsey

Christine Yorio-Amy Dempsey

Branden Williams-John Holland

Demetria Frank-Beth Doran

Audrey Goropeuschek-Greg Dunaway

Nora Puglisi-Judy Sterrett-Pegg

Kyle McDonald-Judy Sterrett-Pegg

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

Each department's members are accountable to an instructional coach who leads the group in following the curriculum map and planning common goals and objectives. Professional Learning Communities create formative and summative assessments that align with the county curriculum map and state standards.

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

At Heritage each teacher keeps a data notebook where they document state, district, and classroom assessments and track such data. PLCs meet weekly and collaborate on progress made or the lack thereof and strategies future instruction accordingly. Further, the lower quartile of each subject is tracked and monitored and interventions are in place to assure success for these students. PLCs also identify students to be recommended for Problem Solving Team (PST).

Also, department meetings are held to review student data and address specific academic concerns across the grade levels. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

Heritage also uses academic coaches to support teaches during regularly school days as well as professional development days. Instructional reviews, administrative walk-throughs, and academic coaches provide feedback to teachers on what is being seen in the classroom. Exemplary teachers are noted and some volunteer for new teachers or teachers in training to observe their classrooms. Also, teachers have volunteered to have their lessons videotaped.

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: 9,600

Teachers volunteer to tutor students during lunch and before and after school. Further, teachers collaborate with PLCs on a weekly basis before or after school. Heritage is currently offering after school tutoring to students who earned a 1 in reading or math for the previous year. A school-wide effort is made to incorporate the four essential questions of Professional Learning Communities: What is it that we want students to learn? How will we know that they have learned it? How will we respond if they don't learn? How will we respond if they already know it?

Strategy Rationale

Teachers have identified the lower quartile and students with exceptions and these strategies are taken to assure success for these students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carbonell, Carolyn, cscarbon@volusia.k12.fl.us

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

All teachers keep a data notebook that holds FCAT data, and PLCs are regularly meeting to discuss formative and summative data. Also, all core teachers have data chats after each administration of testing. These conversations drive instruction each quarter.

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

Heritage holds a 5th Grade Night to help students transition from elementary to middle school. This allows students to see the school campus and observe the performing arts that are offered as well as hear the expectations of the school.

8th graders register for high school courses through guidance and are invited to attend an Exploration Fair in order to see what programs the high schools have to offer and allow 8th graders to make an informed decision about what high school to attend. High school guidance counselors come to Heritage to meet with students one on one to determine their needs for their freshman year.

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 guidance department handles registration for the upcoming school year. The 8th grade guidance counselor provides a career unit through the social studies classes to encourage students to consider future careers. Also, the 8th grade counselor spends time discussing courses offered in high school and gives each student a book of courses offered. Teachers also give recommendations concerning

courses for the upcoming year.

Heritage also has an active AVID program dedicated to helping students who may have some current disadvantages to attend college. AVID offers rigor by placing students in advanced classes. They also take the elective AVID class where they receive support, academic monitoring, tutoring, and have opportunities for field trips that are related to their academic success. They also learn about colleges and career options and learn study and organizational skills.

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

Advancement Via Individual Determination (AVID) is offered to allow identified students opportunities beyond the normal classroom such as: field trips, study skills, organizational skills, tutoring, extra time for assignments, college readiness and group discussions. The program has recently been expanded to include all three grade levels.

Heritage also offers Computing for College and Careers (CCC) to students who select this course as an elective. Students may earn certification in Word, Excel, and Power Point and obtain high school and college credit.

New to Heritage is the STEM program. This is offered as an elective class where students have an opportunity to study various concepts and participate in labs on a rotating basis. Students study Lights and Lasers, Applied Physics, Flight Technology, Geometric Packing, Rocketry and Space, Future Fuels, Engineering Bridges, Astronomy, Carbon Footprint, Forces, Changing Oceans, Energy-Power Mechanics, Graphic Communication, Robotics, and Forensic Science.

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

8th grade counselors have a career unit through the history classes. Also, students who take CCC are able to integrate the computer skills into their academic classes.

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

- AVID
- High School Showcase
- BETA Club
- Computing for College and Careers
- STEM

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through improved lesson design.

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. All teachers will implement effective teaching instruction aligned to standards through improved lesson design. 1a

G040827

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	65.0
Math Gains	71.0
Middle School Performance in EOC and Industry Certifications	98.0
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Professional Development opportunities
- Reading Coach
- Professional Learning Communities
- Professional Library
- Volusia System for Empowering Teachers (evaluation system)
- Peer Assistance and Review (PAR) Teachers
- Academic Leadership Team/Instructional Leaders
- Math Coach
- Academic Coach
- Science Coach
- Writing Coach

Targeted Barriers to Achieving the Goal 3

- Additional training is needed regarding high impact strategies
- Training is needed to ensure that teachers understand WICOR strategies

Plan to Monitor Progress Toward G1. 8

Monitor formative and summative classroom data

Person Responsible

Carolyn Carbonell

Schedule

Quarterly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student achievement data (district and classroom assessments)

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. All teachers will implement effective teaching instruction aligned to standards through improved lesson design. **1**

 G040827

G1.B1 Additional training is needed regarding high impact strategies **2**

 B098908

G1.B1.S1 Provide professional development opportunities for teachers in the area of high impact instructional strategies. **4**

 S110247

Strategy Rationale

This professional learning will enable teachers to deepen their understanding of the high impact strategies in order to improve classroom instruction.

Action Step 1 **5**

New and veteran teachers will attend training on high impact strategies

Person Responsible

Carolyn Carbonell

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Agenda and Sign-In Sheet

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

Monitor sign-in sheet to ensure attendance.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Sign-in sheets.

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

Monitor use of high impact strategies

Person Responsible

Elizabeth Johnson


Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson plans and classroom observation data

G1.B1.S2 Increase collaboration within PLCs on specific high impact strategies. 4

 S110248

Strategy Rationale

Planning is the key to effective instruction. PLCs will give teachers the opportunity to plan as a department to improve classroom instruction.

Action Step 1 5

Peer observations to observe high impact strategies in classroom use

Person Responsible

Carolyn Carbonell

Schedule

On 1/1/2015

Evidence of Completion

Deliberate Practice Plan Notes (Evidence to Support Progress Section); Administrative notification

Action Step 2 5

Ongoing conversation regarding high impact strategies

Person Responsible

Judy Sterrett-Pegg

Schedule

On 6/1/2015

Evidence of Completion

PLC Minutes or Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC Meetings

Person Responsible

Elizabeth Johnson

Schedule

On 6/1/2015

Evidence of Completion

PLC Minutes or Notes of meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Use of High Impact Strategies

Person Responsible

Carolyn Carbonell


Schedule

Biweekly, from 9/1/2014 to 6/1/2015


Evidence of Completion

Lesson plans, Observations forms

G1.B3 Training is needed to ensure that teachers understand WICOR strategies **2**

 B098910

G1.B3.S1 School wide training on WICOR strategies. **4**

 S137337

Strategy Rationale

Increase the use of best practices in classroom instruction.

Action Step 1 **5**

Current AVID teachers will provide school wide professional development.

Person Responsible

Carolyn Carbonell

Schedule

Quarterly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Classroom observations and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Leadership team meetings will be used to ensure the planning and implementation of WICOR strategies.

Person Responsible

Carolyn Carbonell

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Meeting Agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Department PLC planning

Person Responsible

Jacquese Slocum

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Meeting minutes and agendas

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
G1.B1.S1.A1	New and veteran teachers will attend training on high impact strategies	Carbonell, Carolyn	9/15/2014	Agenda and Sign-In Sheet	5/27/2015 monthly
G1.B1.S2.A1	Peer observations to observe high impact strategies in classroom use	Carbonell, Carolyn	9/9/2014	Deliberate Practice Plan Notes (Evidence to Support Progress Section); Administrative notification	1/1/2015 one-time
G1.B3.S1.A1	Current AVID teachers will provide school wide professional development.	Carbonell, Carolyn	10/1/2014	Classroom observations and lesson plans	6/1/2015 quarterly
G1.B1.S2.A2	Ongoing conversation regarding high impact strategies	Sterrett-Pegg, Judy	9/1/2014	PLC Minutes or Notes	6/1/2015 one-time
G1.MA1	Monitor formative and summative classroom data	Carbonell, Carolyn	10/1/2014	Student achievement data (district and classroom assessments)	6/1/2015 quarterly
G1.B1.S1.MA1	Monitor use of high impact strategies	Johnson, Elizabeth	9/1/2014	Lesson plans and classroom observation data	6/1/2015 biweekly
G1.B1.S1.MA1	Monitor sign-in sheet to ensure attendance.	Johnson, Elizabeth	9/15/2014	Sign-in sheets.	6/1/2015 monthly
G1.B3.S1.MA1	Department PLC planning	Slocum, Jacquese	10/1/2014	Meeting minutes and agendas	6/1/2015 monthly
G1.B3.S1.MA1	Leadership team meetings will be used to ensure the planning and implementation of WICOR strategies.	Carbonell, Carolyn	10/1/2014	Meeting Agendas	6/1/2015 monthly
G1.B1.S2.MA1	Use of High Impact Strategies	Carbonell, Carolyn	9/1/2014	Lesson plans, Observations forms	6/1/2015 biweekly
G1.B1.S2.MA1	PLC Meetings	Johnson, Elizabeth	9/1/2014	PLC Minutes or Notes of meetings	6/1/2015 one-time

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.

G1. All teachers will implement effective teaching instruction aligned to standards through improved lesson design.

G1.B1 Additional training is needed regarding high impact strategies

G1.B1.S1 Provide professional development opportunities for teachers in the area of high impact instructional strategies.

PD Opportunity 1

New and veteran teachers will attend training on high impact strategies

Facilitator

Administrators, Instructional leaders

Participants

New and veteran teachers

Schedule

Monthly, from 9/15/2014 to 5/27/2015

G1.B3 Training is needed to ensure that teachers understand WICOR strategies

G1.B3.S1 School wide training on WICOR strategies.

PD Opportunity 1

Current AVID teachers will provide school wide professional development.

Facilitator

AVID teachers

Participants

Classroom Teachers

Schedule

Quarterly, from 10/1/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will implement effective teaching instruction aligned to standards through improved lesson design.	2,000
Grand Total	2,000

Goal 1: All teachers will implement effective teaching instruction aligned to standards through improved lesson design.

Description	Source	Total
B1.S1.A1	School Improvement Funds	1,000
B3.S1.A1	School Improvement Funds	1,000
Total Goal 1		2,000