Heritage Middle School

2016-17 Schoolwide Improvement Plan

Heritage Middle School

1001 PARNELL CT, Deltona, FL 32738

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	B	C

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Heritage Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

During the first quarter, PTSA sponsors a "Welcome Back Night" providing an evening of fun and games for students, parents, and staff to meet each other and interact in a social setting. In the fall, Heritage will host a Family Fun Night which will include games, activities, and contests for students, parents, teachers, and community members. Business partners and clubs are invited to set up tables and booths to share information. Students and teachers have the opportunity to interact outside of the classroom and build rapport. Each school year, Heritage celebrates various activities on campus to support Hispanic Heritage Month and Black History Month. Heritage also hosts an I-Moms/ All Pro Dads breakfast every month offering training and activities to parents and students of all backgrounds to develop strong family and school relationships.

b. 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 PBIS (Positive Behavior Intervention Support) continues to to support a motivating learning environment by teaching and supporting the following initiatives for the 2016-17 school year:
· Classroom expectations and rules are taught consistently
· Common Language is used consistently in the classroom and during active supervision at transition times
· Discipline and tardy steps are implemented consistently
· Discipline data is shared with students and staff
· Positive Reward Systems are in place for students and staff
· Teacher resources for behavior tracking and interventions are expedited in an efficient " user friendly" manner (PBIS Binders)
· Monitor school safety and supervision around campus

Students also have access to grade-level school counselors who provide small group counseling, individual counseling, and peer mediation.

Heritage is introducing Olweus this year. The Olweus Bullying Prevention Program is a school-wide, systems change program that is effective at reducing rates of bullying in a school if implemented with

fidelity. A committee will participate in training before the Christmas break. The committee will continue to develop the plan for implementation with the goal for school-wide implantation in August of 2017. Part of this plan is to designate 20 minutes a week (on Wednesdays) for research-based anti-bullying activities in all Heritage Middle School classrooms.

Heritage follows the school and district safe and security policies and procedures. Heritage participates in a yearly district audit consisting of 63 security standards ranging from fire safety and intruders on campus to child awareness and student supervision. A security team conducts fire, severe weather, hazardous materials, and bomb threat drills to practice procedures. A safety team conducts quarterly meetings to review safety concerns on campus in relation to facilities, procedures, etc.

c. 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 should talk, move around the room, request help, and understand appropriate participation 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, which are posted in each classroom. Teachers and students alike are trained each year on the "Heritage Way," which includes some common practices for the Heritage campus, including: walking and talking to keep students moving in between classes, "walk on the right side" for a better flow when students are transitioning, "Your Planner is Your Pass" to monitor student use of leaving class during class, and "use kind words." Students attend a quarterly status meeting with their grade level administrator to review behavior, data, and expectations. Students use planners as hall passes and the 10/10 rule to enforce students being in class during the critical first and last ten minutes of the period.

d. 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 counselors to know the students and parents in a more authentic way. Also, 7th and 8th graders are invited to VCS's Career Exploration Fair. 8th graders also have a component of career planning in their US History class. The Guidance Department sponsoring a Mentoring Program where teachers voluntarily mentor identified students and see them on a weekly basis. Finally, all students have access to individual and group counseling as there is one guidance counselor per grade level.

3. 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).

a. 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 of 1 or more

-Level 1 on statewide assessments in ELA or mathematics

Any student who meets at least 2 of these will be identified as a student in the Early Warning System report. Parents are invited to a meeting at the school to learn about the EWS system, its indicators, and the strategies and opportunities available to assist students in being successful and overcoming these barriers to success.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	7	6	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	1	4	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	5	17	18	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	6	19	26	0	0	0	0	51

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	6	20	26	0	0	0	0	52

c. 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.

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 individuals interventions that can be implemented and monitored.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Maintain Five Star School status by maintaining or increasing levels of parent involvement in school activities, including parent/teacher conferences, attendance at after-school events (concerts, family nights, etc.)

2. 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 in May, and by inviting businesses to set up tables and gain exposure at the school's Family Fun Night. Heritage regularly sends thank you letters and provides advertising on our school's website and other events. Heritage also hosts a monthly i'Moms and All Pro Dads breakfast where community members and business partners are an active part in speaking,or making donations. Heritage uses newsletters, parent portal, Connect Ed (mass phone messaging), Remind, and our online Gradebook to aid in the communication between home and school.

C. 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).

1. School Leadership Team

a. 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
Dunaway, Greg	Teacher, K-12
Doran, Elizabeth	Teacher, K-12
Holland, John	Teacher, K-12
Vaughan, Thomas	Principal
Manuel, Michelle	Instructional Coach
Atkinson, Jami	Instructional Coach
Kuches, Kristy	Instructional Coach
Fidance, Nick	Assistant Principal
Coll, Jennifer	Instructional Coach
Bronson, Adrian	Assistant Principal
Hemke, Kim	Teacher, ESE
Pough, Sherry	Assistant Principal
Jenkins, Becky	Instructional Media
Glaspie, Holly	Instructional Coach

b. Duties

1. 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, he 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/RtI 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 students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. He 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/RtI. 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/RtI. Finally, the principal communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving RtI website (under Psychological Services) in order to address provided information about PS/RtI 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/RtI 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/RtI practices when addressing the needs of ESE students with a focus on potential reintegration int 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.

Academic coaches: Academic coaches support teachers by analyzing data, modeling lessons, providing professional development, conducting classroom observations, and monitoring PLCs.

2. 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 reviews 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 created 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 continue to implement Florida Standards this year. Support is provided by district supervisors and academic coaches. All teachers are also supported by school administrators.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rosemary Stemberger LaRussa	Teacher
Venise Brown	Parent
Sharian Keys	Teacher
Sona Pina	Education Support Employee
Sharon Flood	Parent
Elizabeth Doran	Teacher
Kelly D'Errico	Parent
Erica Usher	Parent
Thomas Vaughan	Principal
Amanda Ball	Parent
Charlotte Barshak	Parent
Kim Benoit	Parent
Jennifer Buchanan	Parent
Audrey Goropeuschek	Teacher
Kosta Karabassis	Business/Community
Keith Occimio	Teacher
Angela Moore	Parent
Jennifer Olsen	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to evaluate the effectiveness of last year's School Improvement Plan, a subgroup of our School Leadership Team met in July 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 from both groups.

b. Development of this school improvement plan

The Heritage Middle SAC has regular and ongoing input into the School Improvement Plan. During the August meeting, Mr. Vaughan discussed barriers and the SIP goal that was established during the Summer School Leadership Academy. During the September meeting, members discussed the SIP and the vision of the 5 R's (Rigor, Relationships, Relevance, Resourcefulness, and Responsiveness) driving instruction this year. In October, SAC chairperson reviewed the details of the School Improvement Plan, and SAC gave input. SAC voted to approve the plan.

c. Preparation of the school's annual budget and plan

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

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

School Improvement Funds are allocated based on requests made by faculty and staff for projects related to the school improvement goal. Each request is evaluated by SAC and voted upon for approval.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Vaughan, Thomas	Principal
Manuel, Michelle	Instructional Coach
Glaspie, Holly	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Reading and Language Arts departments' focus for this year is developing a deeper understanding of the instructional shifts with a strong connection to standards-aligned planning and instruction. The departments will continue to maintain a cohesive PLC that focuses on student data from respective assessments, including district DIA's, VLT's and FSA to progress monitor student achievement across both curricula. Reading and Language Arts will be supporting each other by reviewing Florida Standards, assessments, and problem-solving to increase student learning in each class. Finally, the departments are working collaboratively to support each other by using a common language.

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

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

Professional Learning Communities: Department PLCs meet in a whole group and then have break out sessions once per week to reflect on and plan units of study. Also, PLCs discuss and analyze data to assure maximum student learning.

Department meetings are also 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.

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

Heritage administration, coaches, and instructional leaders participate in the district job fair to secure quality educators. New teachers participate in individualized PL, PARs, peer classroom visits an dother site visits. Leadership opportunities are provided for teachers. Administration and the School Leadership Team develop quality professional learning. All teachers participate in PLC activities.

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

Teachers in their first year of teaching or their first year in this county will participate in the Teacher Induction Program. This allows the new teacher to attend an orientation and support session prior to the teacher preplanning week. These teachers are provided a building level administrator to support them. First year beginning teachers will receive a Peer Asisistance Teacher mentor (PAR). The PAR teacher works 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, instructional coaches host monthly meetings for new teachers to allow discussion and to provide support in their new career. Also, the ERPL that will take place for new teachers specifically targets their needs in the classroom as new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 documentation of and tracks the data from state, district, and classroom assessments. PLCs meet weekly and collaborate on progress made or the lack thereof and plans future instruction accordingly. Further, the lower quartile of students in 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 regular school days as well as professional learning 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 with many volunteering for new teachers or teachers in training to observe their classrooms.

2. 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 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 in need. A school-wide effort is made to focus on the 5 R's: Rigor, Relationships, Relevance, Resourcefulness, and Responsiveness.

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
Manuel, Michelle, mmmanuel@volusia.k12.fl.us

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

All teachers document standardized test 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.

2. Student Transition and Readiness

a. 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).

1. 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 learn about 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 they will attend. High school guidance counselors come to Heritage to meet with students one on one to determine their needs for their freshman year.

Representatives from DeLand High School International Baccalaureate Program meet with 8th graders informing them about the IB program for high achieving students.

b. College and Career Readiness

1. 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. 8th grade teachers also give recommendations concerning courses for the upcoming freshman year. Heritage currently has several courses that allow students to earn high school credits (Spanish 2, Digital Information, Algebra I, Geometry)

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

Heritage 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 college as well as high school credit

Heritage offers Science Technology Engineering Math (STEM) program as a class and this year it will also be offered as a club. 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.

A new class being offered to 6th graders is Critical Thinking. It is designed to help 6th graders in their transition from Elementary to Middle school. Given the proper tools from the beginning of middle school, students are more likely to be socially and academically more successful all three years. The coursework and activities are adaptable to all learning levels and styles to ensure students see the real-world connections to the content.
This course will focus on:Critical Thinking Skills, Study Skills, Life Skills, Digital Citizenship, Communication & Presentation Skills, Time Management, Self-Regulation, Ownership in Learning, Organization and
Conflict Resolution.

3. 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.

4. 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.

-High School Showcase
-BETA/Student Council Club
-Computing for College and Careers
-STEM

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Each ELA grade level dropped, but considering the cohort, 7th and 8th grade increased. 6th grade ELA decreased. Integration of Knowledge was weak across the board. Specifically, ESOL and EBD struggled. Math increases were only in 8th grade. Geometry had a 100% passing rate. Algebra had a 97% passing rate. Decrease in science. Decrease in civics.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Decrease in science could be due to staffing. Decrease in civics difficult to track. Math EOC passing rates were partially due to using the ALEKS program.

C. Strategic Goals

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. If Heritage Middle School implements standards aligned instruction using the 5 R's: rigor, relationships, relevance, resourcefulness, and responsiveness, student performance will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Heritage Middle School implements standards aligned instruction using the 5 R's: rigor, relationships, relevance, resourcefulness, and responsiveness, student performance will increase. 1a

🔍 G083521

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Eduphoria
- Data Warehouse
- Data rooms
- Coaches, ALT leaders, instructional leaders
- Administration
- Vertical articulation

Plan to Monitor Progress Toward G1. 8

School Leadership Team meetings

Person Responsible
Thomas Vaughan

Schedule
Weekly, from 8/17/2016 to 10/19/2016

Evidence of Completion
School Leadesrship Team meeting minutes

Plan to Monitor Progress Toward G1. 8

End of Course Exams

Person Responsible
Thomas Vaughan

Schedule
On 5/10/2017

Evidence of Completion
Social Studies and math passing rate

Plan to Monitor Progress Toward G1. 8

District Interim Assessments

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 10/7/2016 to 5/1/2017

Evidence of Completion

VLT and DIA scores.

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. If Heritage Middle School implements standards aligned instruction using the 5 R's: rigor, relationships, relevance, resourcefulness, and responsiveness, student performance will increase. 1

🔍 G083521

G1.B1 Lack of knowledge 2

🔍 B221527

G1.B1.S1 Develop knowledge of and implement the 5 R's within each classroom. 4

🔍 S233799

Strategy Rationale

To improve the quality of learning provided at Heritage and to plan a cohesive vision.

Action Step 1 5

Faculty-wide training on 5 R's: Relationships, Responsiveness, Rigor, Resources, Relevance

Person Responsible

Thomas Vaughan

Schedule

On 8/8/2016

Evidence of Completion

Kick off Program agenda

Action Step 2 5

PLC Conversation and "Look Fors" for the 5 R's

Person Responsible

Thomas Vaughan

Schedule

On 8/24/2016

Evidence of Completion

Subject area PLC Minutes and Brainstorming charts from 5 R's

Action Step 3 `5`

Professional Development Day: Ed Camp, Learning Design Team Time, New Teacher Supports

Person Responsible

Thomas Vaughan

Schedule

On 9/19/2016

Evidence of Completion

Agenda, power points used for instruction

Action Step 4 `5`

Learning Design Team Time concurrent with New Teacher Training

Person Responsible

Thomas Vaughan

Schedule

On 4/19/2017

Evidence of Completion

DPP Learning cycle development and input into myPGS; Completed learning cycles

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

PLC Minutes

Person Responsible

Adrian Bronson

Schedule

Weekly, from 9/15/2015 to 5/9/2017

Evidence of Completion

PLC Minutes

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

DPP Learning Cycles to Reflect the 5 R's

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 9/15/2015 to 5/9/2017

Evidence of Completion

DPP with VSET cycle

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

District Interim Assessments

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 10/1/2015 to 4/28/2017

Evidence of Completion

DIA scores

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

End of Course Exams

Person Responsible

Thomas Vaughan

Schedule

On 4/28/2017

Evidence of Completion

EOC Passing rate.

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

FSA Scores for ELA, Math, Science

Person Responsible

Thomas Vaughan

Schedule

On 5/26/2017

Evidence of Completion

Student achievement on 2017 FSA in ELA, Math, and Science compared to 2016 FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔑 A299987	Faculty-wide training on 5 R's: Relationships, Responsiveness, Rigor, Resources, Relevance	Vaughan, Thomas	8/8/2016	Kick off Program agenda	8/8/2016 one-time
G1.B1.S1.A2 🔑 A299988	PLC Conversation and "Look Fors" for the 5 R's	Vaughan, Thomas	8/24/2016	Subject area PLC Minutes and Brainstorming charts from 5 R's	8/24/2016 one-time
G1.B1.S1.A3 🔑 A299989	Professional Development Day: Ed Camp, Learning Design Team Time, New Teacher Supports	Vaughan, Thomas	9/19/2016	Agenda, power points used for instruction	9/19/2016 one-time
G1.MA1 🔑 M304443	School Leadership Team meetings	Vaughan, Thomas	8/17/2016	School Leadesrship Team meeting minutes	10/19/2016 weekly
G1.B1.S1.A4 🔑 A299990	Learning Design Team Time concurrent with New Teacher Training	Vaughan, Thomas	9/28/2016	DPP Learning cycle development and input into myPGS; Completed learning cycles	4/19/2017 one-time
G1.B1.S1.MA1 🔑 M304438	District Interim Assessments	Vaughan, Thomas	10/1/2015	DIA scores	4/28/2017 quarterly
G1.B1.S1.MA4 🔑 M304439	End of Course Exams	Vaughan, Thomas	4/28/2017	EOC Passing rate.	4/28/2017 one-time
G1.MA3 🔑 M304445	District Interim Assessments	Vaughan, Thomas	10/7/2016	VLT and DIA scores.	5/1/2017 quarterly
G1.B1.S1.MA1 🔑 M304441	PLC Minutes	Bronson, Adrian	9/15/2015	PLC Minutes	5/9/2017 weekly
G1.B1.S1.MA2 🔑 M304442	DPP Learning Cycles to Reflect the 5 R's	Vaughan, Thomas	9/15/2015	DPP with VSET cycle	5/9/2017 quarterly
G1.MA2 🔑 M304444	End of Course Exams	Vaughan, Thomas	5/10/2017	Social Studies and math passing rate	5/10/2017 one-time
G1.B1.S1.MA5 🔑 M304440	FSA Scores for ELA, Math, Science	Vaughan, Thomas	5/26/2017	Student achievement on 2017 FSA in ELA, Math, and Science compared to 2016 FSA	5/26/2017 one-time

V. Professional Development Opportunities

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

G1. If Heritage Middle School implements standards aligned instruction using the 5 R's: rigor, relationships, relevance, resourcefulness, and responsiveness, student performance will increase.

G1.B1 Lack of knowledge

G1.B1.S1 Develop knowledge of and implement the 5 R's within each classroom.

PD Opportunity 1

Learning Design Team Time concurrent with New Teacher Training

Facilitator

Thomas Vaughan, Kristy Kuches, Jami Atkinson

Participants

teachers

Schedule

On 4/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Faculty-wide training on 5 R's: Relationships, Responsiveness, Rigor, Resources, Relevance				$0.00
2	G1.B1.S1.A2	PLC Conversation and "Look Fors" for the 5 R's				$0.00
3	G1.B1.S1.A3	Professional Development Day: Ed Camp, Learning Design Team Time, New Teacher Supports				$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	7771 - Heritage Middle School	Title I, Part A		$50,000.00
			Notes: Funds utilized to support substitutes for new teachers to receive training in CHAMPS, Lesson Study opportunities, PLC time.			
4	G1.B1.S1.A4	Learning Design Team Time concurrent with New Teacher Training				$0.00
					Total:	$50,000.00