

Volusia County Schools

Heritage Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Heritage Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

Prior to the school year beginning, incoming 6th grade students participate in a "Stepping Up to Middle School Camp" at which they complete team building activities, become acquainted with the school, and pick up their schedules. In the fall, Heritage hosts a Family Fun Night which includes 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 iMoms/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 support a motivating learning environment by teaching and supporting the following initiatives for the 2017-2018 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
- 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 follows the school and district safety 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. All Heritage teachers are 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 is 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: "Walk and talk" (to keep students moving in between classes), "Use kind words," and "Arrive on time." Heritage also adheres to the 10/10 rule, which means that students are not allowed to leave class during the critical first and last ten minutes of class.

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 sponsors 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. Deputy Patterson will be hosting a mentoring group where he will work with five identified students on a rotating basis and teach social-emotional skills and work out with the students. Volusia County Sheriff Department will also be sponsoring YES, an after school program for at risk young men. They will meet on Tuesdays and Thursdays after school where students will learn about key topics, participate in activities and take field trips that may support learning or may be purely fun. Heritage has a Dean of Student Relations who has been trained in Restorative Practices which allows students to analyze what they did when they do something wrong, what they were thinking and how they can correct the situation.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	31	40	50	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	4	14	6	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	5	11	13	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	31	34	26	0	0	0	0	91

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	7	26	28	0	0	0	0	61	

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

This year Heritage has been allotted a Dean of Student Relations. This individual provides interventions for EWS students (particularly those with high numbers of referrals and those with high numbers of absences).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/443746>.

2. Description

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

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. Also, business partners are invited to set up tables and distribute goodies as well as 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 iMoms and All Pro Dads breakfast where community members and business partners play 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

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	Dean
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
Jenkins, Becky	Instructional Media
Glaspie, Holly	Instructional Coach
Owens, Stephanie	Assistant Principal

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/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 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/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, the principal 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.

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 Rtl 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, and department chairs. 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
Sharian Keys	Teacher
Sona Pina	Education Support Employee
Thomas Vaughan	Principal
Amanda Ball	Parent
Charlotte Barshak	Parent
Jennifer Buchanan	Parent
Angela Moore	Parent
Jennifer Olsen	Teacher
Jean Christensen	Teacher
Brenda Rayburn	Teacher
Sunshine Bush	Parent
Jodee Deen	Parent
Elizabeth Bidwell	Teacher
Kelly Burrow	Parent
Venise Brown	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to evaluate the effectiveness of last year's School Improvement Plan, the School Leadership Team met in May. A subgroup of our School Leadership Team met in June. The same group met again later in the month to further collaborate and solidify our plan for the 2017-18 school year. It was decided that we would narrow our focus and actively work toward implementing the 2 R's. Respect and rapport and foster collective teacher efficacy.

b. Development of this school improvement plan

A subgroup of our School Leadership Team met in June at the Leadership Retreat. The same group met again later in the month to further collaborate and solidify our plan for the 2017-18 school year. Our School Leadership Team then shared results with the faculty during pre-planning. During the August meeting, Mr. Vaughan discussed the barriers and the SIP goal as well as our vision for the year: to focus on collective efficacy, the language of learning in regards to standards-aligned instruction, and respect and rapport campus-wide.

In September, SAC members were given the opportunity to review the plan and provide input. At the October meeting, SAC provided input and asked questions about the plan and voted to approve it.

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

The school's annual budget and plan are shared for input with SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings by the principal.

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. These requests are accepted four times per year and evaluated and approved by SAC.

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
Stemberger LaRuss, Rosemary	Dean
Lachman, Sarah	Teacher, K-12
Rayburn, Brenda	Teacher, K-12

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. The Literacy Leadership Team met multiple times last year in an effort to create a Common Language that all ELA classes can use this year. The team also created a booklet "The Heritage Helper" that has a plethora of literary terms and techniques that students can reference throughout the year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Professional Learning Communities: Grade level PLCs meet 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 and other 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 a 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 Assistance and Review 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 (walk throughs and full period observations) to provide instructional support to new teachers. Further, administrators host monthly meetings "New Eagle" meetings where new teachers meet and are provided 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 teachers 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

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 with academic coaches 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 in May 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. Students attend a meeting special for rising freshmen to determine their classes for their first year of high school.

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 course selection & placement for the upcoming school year. The 8th grade counselor provides information regarding high school course planning, graduation options, academy acceptance, and college & career exploration and preparation. 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 (Digital Information Technology, Algebra I Honors, Geometry Honors).

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

Heritage offers Digital Information Technology 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.

With a grant from Florida Innovates, Heritage has opened our Innovation Station. In this STEAM lab, (Science Technology Engineering Arts and Mathematics lab) students work with different programs and kits to develop skills in computer programming, robotics and photography. Students will learn block coding and Java Script using Sphero Sprk+, C++ programming and robotics with Lego Mindstorm kits, and advanced computer programming with Arduino. Students will use Photoshop to alter and augment pictures and Adobe Premier to create professional videos. Using Little Bits and Circuit Scribe, students will explore and design electrical circuits and create an electrical grid. At this time activities are offered to teams of students during lunches as well as class lessons. Working in groups, students build, design, and code programs.

As part of the middle school re-design, Heritage Middle School is offering literacy-based electives in lieu of core reading courses and include the following:

Creative Writing
Cultural Studies
Speech and Debate

These courses are aligned to the literacy standards as outlined in the Florida Standards and focus on the integration of complex text.

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 Digital Information Technology (DIT) 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
- DIT
- STEM

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If HMS builds collective efficacy while implementing standards-aligned instruction with respect and rapport for all, then 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 HMS builds collective efficacy while implementing standards-aligned instruction with respect and rapport for all, then student performance will increase. **1a**

 G099389

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Collaborative Teachers	5.0
5Es Score: Collective Responsibility	5.0
FSAA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
FSAA Science Achievement	75.0

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge and implementation

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 8/17/2017 to 5/31/2018

Evidence of Completion

School Leadership Team meeting minutes

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

End of Course Exams

Person Responsible

Thomas Vaughan

Schedule

On 4/28/2018

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 10/7/2017 to 5/31/2018

Evidence of Completion

VLT and DIA scores.

Plan to Monitor Progress Toward G1. 8

School Climate Survey Data

Person Responsible

Thomas Vaughan

Schedule

On 5/31/2018

Evidence of Completion

School Climate Survey data from students, parents, faculty to reflect positive school climate

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

 = Problem Solving Step  S123456 = Quick Key

G1. If HMS builds collective efficacy while implementing standards-aligned instruction with respect and rapport for all, then student performance will increase. 1

 G099389

G1.B1 Lack of knowledge and implementation 2

 B267665

G1.B1.S1 Provide professional learning opportunities to develop knowledge of the standards and to increase standards-based instruction. 4

 S283569

Strategy Rationale

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

Action Step 1 5

PL on understanding of FL standards and implementation of the standards-aligned instruction

Person Responsible

Kristy Kuches

Schedule

Monthly, from 10/11/2017 to 2/21/2018

Evidence of Completion

Sign-in sheets; walk-through evidence; Learning Walk evidence; lesson plans;

Action Step 2 5

Learning Intentions and Success Criteria PD

Person Responsible

Thomas Vaughan

Schedule

On 9/20/2017

Evidence of Completion

Sign in sheets; walkthroughs; data walks; coaching observations

Action Step 3 5

Introduce the language of learning (Learning intention; Learning progression; success criteria; 5 Rs; etc.)

Person Responsible

Thomas Vaughan

Schedule

On 10/11/2017

Evidence of Completion

Sign-in sheets; walk-through data;

Action Step 4 5

Learning Impact Teams (re-define teams and 5 Rs at first ERPL and allow teams to present from previous year) (send email with LIT definitions prior to meeting)

Person Responsible

Thomas Vaughan

Schedule

Monthly, from 9/20/2017 to 2/21/2018

Evidence of Completion

DPP learning cycles; meeting notes; walk-throughs; post-observation conferences; coaching walk-throughs

Action Step 5 5

PLC meetings (protocol adjustment; increase admin support; add standards-aligned to template; add PST)

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC notes; sign in sheets

Action Step 6 5

Learning/Data Walks

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Coaching cycle plans; walk-through data; post-observation conference data; Learning Walk data; SLT Notes

Action Step 7 5

Increase the use of technology on campus to support standards-aligned instruction.

Person Responsible

Becky Jenkins

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Technology plan; sign in sheets; lesson plans

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

PLC Minutes

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

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

Annually, from 8/14/2017 to 5/19/2018

Evidence of Completion

DPP with VSET cycle

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

Learning Walk data

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/14/2017 to 8/14/2017

Evidence of Completion

IPG collection data; data walk evidence to reflect learning intentions; student objectives

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

Lesson Plans

Person Responsible

Thomas Vaughan

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans will reflect learning intentions; standards-aligned instruction

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

District Interim Assessments

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 10/1/2017 to 4/28/2018

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 4/28/2087

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 5/26/2018

Evidence of Completion

Student achievement on 2018 FSA in ELA, Math, and Science compared to 2016 FSA

G1.B1.S2 Develop highly effective PLCs to improve knowledge and implementation of the standards. 4

 S283570

Strategy Rationale

To increase collective efficacy on campus to develop and to build professional capacity in instructional practices.

Action Step 1 5

PLC meetings (adhere to template; notes; adjust template to reflect intentions) review at first faculty meeting; ERPL 1-round robin station to PLC protocol for support (if needed) (rick dufour)

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC notes with PLC forms

Action Step 2 5

Provide coaching, feedback, and monitoring of the PLC Protocol with a focus on standards-aligned instruction

Person Responsible

Thomas Vaughan

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Coaching cycles; walk-through data; PLC notes and templates; Learning intention template

Action Step 3 5

PL on understanding of FL standards and implementation of the standards-aligned instruction

Person Responsible

Kristy Kuches

Schedule

On 10/1/2017

Evidence of Completion

Sign-in sheets; walk-through evidence; Learning Walk evidence; lesson plans

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

PLC Minutes

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC minutes

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

DPP Learning Cycles to reflect the 5 R's

Person Responsible

Thomas Vaughan

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

DPP with VSET cycle

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

Learning Walk Data

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

IPG collection data; data walk evidence to reflect learning intentions; student objectives

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

Lesson Plans

Person Responsible

Thomas Vaughan

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans will reflect learning intentions; standards-aligned instruction

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

district interim assessments

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 10/1/2017 to 5/31/2018

Evidence of Completion

DIA scores

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

End of Course exams

Person Responsible

Thomas Vaughan

Schedule

On 4/28/2018

Evidence of Completion

EOC passing rate

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

FSA Scores for ELA, Math, Science

Person Responsible

Thomas Vaughan

Schedule

On 5/26/2018

Evidence of Completion

student achievement on 2017 FSA in ELA, math, and science compared to 2016 FSA

G1.B1.S3 Provide Professional learning to increase knowledge of strategies to effectively develop respect and rapport for all. 4

S283571

Strategy Rationale

To create an environment in which students and teachers feel safe, valued, and supported in their efforts, contributions, and success.

Action Step 1 5

PBIS strategies

Person Responsible

Thomas Vaughan

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PBIS notes; School Climate Survey; emails; ERPL sign-in sheets/agendas

Action Step 2 5

Generational Gaps

Person Responsible

Thomas Vaughan

Schedule

On 12/6/2017

Evidence of Completion

Sign in sheets/ agenda; data walks 2A, 2B

Action Step 3 5

Guidance Center

Person Responsible

Thomas Vaughan

Schedule

Every 3 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

Guidance lesson plans; data walks 2A; 2B

Action Step 4 5

Family Center

Person Responsible

Thomas Vaughan

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets; Imoms/All pro-dads agendas

Action Step 5 5

Ron Clark Initiatives

Person Responsible

Kristy Kuches

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

School Climate Survey; Facilities modifications (painting); discipline data; House Points; Attendance Data

Action Step 6 5

2A Danielson Framework ERPL

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

VSET walk-through data; sign in sheets and agendas for ERPL

Action Step 7 5

Teacher and student recognition

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Smartie Parties; Positive Referrals; PBIS Stars; golden eagles; honor roll celebrations; teacher golden eagle of the Month; school-wide Twitter with Tweet Beam; students of the week; Pizza with the Principal

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PLC minutes

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

DPP learning cycles to reflect the 5 R's

Person Responsible

Thomas Vaughan

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

DPP with VSET cycle 2A and 2B

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Learning Walk Data

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

IPG collection Data; data walk evidence to reflect respect and rapport

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

District Interim Assessments

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 10/1/2017 to 5/31/2018

Evidence of Completion

DIA scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

End of Course Exams

Person Responsible

Thomas Vaughan

Schedule

On 4/28/2018

Evidence of Completion

EOC passing rate

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FSA scores for ELA, Math, Science

Person Responsible

Thomas Vaughan

Schedule

On 5/28/2018

Evidence of Completion

Student achievement on 2018 FSA in ELA, Math, and science

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Domain 2A within Charlotte Danielson Framework as outlined in Volusia System for Empowering Teachers

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Domain 2A overall ratings for faculty as outlined in VSET


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA6 M416585	Learning Walk data	Vaughan, Thomas	8/14/2017	IPG collection data; data walk evidence to reflect learning intentions; student objectives	8/14/2017 quarterly
G1.B1.S1.A2 A382813	Learning Intentions and Success Criteria PD	Vaughan, Thomas	9/20/2017	Sign in sheets; walkthroughs; data walks; coaching observations	9/20/2017 one-time
G1.B1.S2.A3 A382821	PL on understanding of FL standards and implementation of the standards-aligned instruction	Kuches, Kristy	10/1/2017	Sign-in sheets; walk-through evidence; Learning Walk evidence; lesson plans	10/1/2017 one-time
G1.B1.S1.A3 A382814	Introduce the language of learning (Learning intention; Learning progression; success criteria; 5...	Vaughan, Thomas	10/11/2017	Sign-in sheets; walk-through data;	10/11/2017 one-time
G1.B1.S3.A2 A382823	Generational Gaps	Vaughan, Thomas	12/6/2017	Sign in sheets/ agenda; data walks 2A, 2B	12/6/2017 one-time
G1.B1.S1.A1 A382812	PL on understanding of FL standards and implementation of the standards-aligned instruction	Kuches, Kristy	10/11/2017	Sign-in sheets; walk-through evidence; Learning Walk evidence; lesson plans;	2/21/2018 monthly
G1.B1.S1.A4 A382815	Learning Impact Teams (re-define teams and 5 Rs at first ERPL and allow teams to present from...	Vaughan, Thomas	9/20/2017	DPP learning cycles; meeting notes; walk-throughs; post-observation conferences; coaching walk-throughs	2/21/2018 monthly
G1.MA2 M416602	End of Course Exams	Vaughan, Thomas	4/28/2018	Social Studies and math passing rate	4/28/2018 one-time
G1.B1.S1.MA1 M416580	District Interim Assessments	Vaughan, Thomas	10/1/2017	DIA scores	4/28/2018 quarterly
G1.B1.S2.MA6 M416588	End of Course exams	Vaughan, Thomas	4/28/2018	EOC passing rate	4/28/2018 one-time
G1.B1.S3.MA6 M416595	End of Course Exams	Vaughan, Thomas	4/28/2018	EOC passing rate	4/28/2018 one-time
G1.B1.S1.MA2 M416584	DPP Learning Cycles to Reflect the 5 R's	Vaughan, Thomas	8/14/2017	DPP with VSET cycle	5/19/2018 annually
G1.B1.S1.MA5 M416582	FSA Scores for ELA, Math, Science	Vaughan, Thomas	5/26/2018	Student achievement on 2018 FSA in ELA, Math, and Science compared to 2016 FSA	5/26/2018 one-time
G1.B1.S2.MA7 M416589	FSA Scores for ELA, Math, Science	Vaughan, Thomas	5/26/2018	student achievement on 2017 FSA in ELA, math, and science compared to 2016 FSA	5/26/2018 one-time
G1.B1.S3.MA7 M416596	FSA scores for ELA, Math, Science	Vaughan, Thomas	5/26/2018	Student achievement on 2018 FSA in ELA, Math, and science	5/28/2018 one-time
G1.MA1 M416601	School Leadership Team meetings	Vaughan, Thomas	8/17/2017	School Leadership Team meeting minutes	5/31/2018 weekly
G1.MA3 M416603	District Interim Assessments	Vaughan, Thomas	10/7/2017	VLT and DIA scores.	5/31/2018 quarterly
G1.MA4 M416604	School Climate Survey Data	Vaughan, Thomas	5/31/2018	School Climate Survey data from students, parents, faculty to reflect positive school climate	5/31/2018 one-time
G1.B1.S1.MA1 M416583	PLC Minutes	Vaughan, Thomas	8/14/2017	PLC Minutes	5/31/2018 weekly
G1.B1.S1.MA7 M416586	Lesson Plans	Vaughan, Thomas	8/14/2017	Lesson plans will reflect learning intentions; standards-aligned instruction	5/31/2018 daily

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Heritage Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A5  A382816	PLC meetings (protocol adjustment; increase admin support; add standards-aligned to template; add...	Vaughan, Thomas	8/14/2017	PLC notes; sign in sheets	5/31/2018 weekly
G1.B1.S1.A6  A382817	Learning/Data Walks	Vaughan, Thomas	9/11/2017	Coaching cycle plans; walk-through data; post-observation conference data; Learning Walk data; SLT Notes	5/31/2018 quarterly
G1.B1.S1.A7  A382818	Increase the use of technology on campus to support standards-aligned instruction.	Jenkins, Becky	8/14/2017	Technology plan; sign in sheets; lesson plans	5/31/2018 monthly
G1.B1.S2.MA1  M416587	district interim assessments	Vaughan, Thomas	10/1/2017	DIA scores	5/31/2018 quarterly
G1.B1.S2.MA1  M416590	PLC Minutes	Vaughan, Thomas	8/14/2017	PLC minutes	5/31/2018 weekly
G1.B1.S2.MA2  M416591	DPP Learning Cycles to reflect the 5 R's	Vaughan, Thomas	8/14/2017	DPP with VSET cycle	5/31/2018 annually
G1.B1.S2.MA3  M416592	Learning Walk Data	Vaughan, Thomas	8/14/2017	IPG collection data; data walk evidence to reflect learning intentions; student objectives	5/31/2018 quarterly
G1.B1.S2.MA4  M416593	Lesson Plans	Vaughan, Thomas	8/14/2017	Lesson plans will reflect learning intentions; standards-aligned instruction	5/31/2018 daily
G1.B1.S2.A1  A382819	PLC meetings (adhere to template; notes; adjust template to reflect intentions) review at first...	Vaughan, Thomas	8/14/2017	PLC notes with PLC forms	5/31/2018 weekly
G1.B1.S2.A2  A382820	Provide coaching, feedback, and monitoring of the PLC Protocol with a focus on standards-aligned...	Vaughan, Thomas	8/14/2017	Coaching cycles; walk-through data; PLC notes and templates; Learning intention template	5/31/2018 monthly
G1.B1.S3.MA1  M416594	District Interim Assessments	Vaughan, Thomas	10/1/2017	DIA scores	5/31/2018 quarterly
G1.B1.S3.MA7  M416597	Domain 2A within Charlotte Danielson Framework as outlined in Volusia System for Empowering Teachers	Vaughan, Thomas	8/14/2017	Domain 2A overall ratings for faculty as outlined in VSET	5/31/2018 quarterly
G1.B1.S3.MA1  M416598	PLC minutes	Vaughan, Thomas	8/14/2017	PLC minutes	5/31/2018 weekly
G1.B1.S3.MA2  M416599	DPP learning cycles to reflect the 5 R's	Vaughan, Thomas	8/14/2017	DPP with VSET cycle 2A and 2B	5/31/2018 annually
G1.B1.S3.MA3  M416600	Learning Walk Data	Vaughan, Thomas	8/14/2017	IPG collection Data; data walk evidence to reflect respect and rapport	5/31/2018 quarterly
G1.B1.S3.A1  A382822	PBIS strategies	Vaughan, Thomas	8/14/2017	PBIS notes; School Climate Survey; emails; ERPL sign-in sheets/agendas	5/31/2018 monthly
G1.B1.S3.A3  A382824	Guidance Center	Vaughan, Thomas	8/14/2017	Guidance lesson plans; data walks 2A; 2B	5/31/2018 every-3-weeks
G1.B1.S3.A4  A382825	Family Center	Vaughan, Thomas	8/14/2017	Sign in sheets; Imoms/All pro-dads agendas	5/31/2018 every-2-months
G1.B1.S3.A5  A382826	Ron Clark Initiatives	Kuches, Kristy	8/14/2017	School Climate Survey; Facilities modifications (painting); discipline data; House Points; Attendance Data	5/31/2018 daily
G1.B1.S3.A6  A382827	2A Danielson Framework ERPL	Manuel, Michelle	8/14/2017	VSET walk-through data; sign in sheets and agendas for ERPL	5/31/2018 quarterly
G1.B1.S3.A7  A382828	Teacher and student recognition	Vaughan, Thomas	8/14/2017	Smartie Parties; Positive Referrals; PBIS Stars; golden eagles; honor roll celebrations; teacher golden eagle of the Month; school-wide Twitter with Tweet Beam; students of the week; Pizza with the Principal	5/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA4  M416581	End of Course Exams	Vaughan, Thomas	4/28/2018	EOC Passing rate.	4/28/2087 one-time

V. Professional Development Opportunities

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

G1. If HMS builds collective efficacy while implementing standards-aligned instruction with respect and rapport for all, then student performance will increase.

G1.B1 Lack of knowledge and implementation

G1.B1.S1 Provide professional learning opportunities to develop knowledge of the standards and to increase standards-based instruction.

PD Opportunity 1

PL on understanding of FL standards and implementation of the standards-aligned instruction

Facilitator

Academic Coaches as trained by the district

Participants

All Faculty

Schedule

Monthly, from 10/11/2017 to 2/21/2018

PD Opportunity 2

Learning Intentions and Success Criteria PD

Facilitator

Christy Disinger

Participants

All faculty

Schedule

On 9/20/2017

PD Opportunity 3

Introduce the language of learning (Learning intention; Learning progression; success criteria; 5 Rs; etc.)

Facilitator

Visible Learning Team; Academic Coaches

Participants

HMS Faculty

Schedule

On 10/11/2017

G1.B1.S2 Develop highly effective PLCs to improve knowledge and implementation of the standards.

PD Opportunity 1

PL on understanding of FL standards and implementation of the standards-aligned instruction

Facilitator

Academic Coaches

Participants

HMS Faculty

Schedule

On 10/1/2017

G1.B1.S3 Provide Professional learning to increase knowledge of strategies to effectively develop respect and rapport for all.

PD Opportunity 1

Generational Gaps

Facilitator

Vaughan; Dr. Joy Lewis

Participants

HMS Faculty

Schedule

On 12/6/2017

PD Opportunity 2

2A Danielson Framework ERPL

Facilitator

Manuel; guidance Counselors

Participants

HMS Faculty

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

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	PL on understanding of FL standards and implementation of the standards-aligned instruction				\$0.00
2	G1.B1.S1.A2	Learning Intentions and Success Criteria PD				\$0.00
3	G1.B1.S1.A3	Introduce the language of learning (Learning intention; Learning progression; success criteria; 5 Rs; etc.)				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7771 - Heritage Middle School	Title, I Part A		\$10,000.00
			Notes: Thinking Maps Training and materials updates for veteran and new teachers to reading/ELA and science in grades 6-8. Common visual language and cognitive strategies.			
4	G1.B1.S1.A4	Learning Impact Teams (re-define teams and 5 Rs at first ERPL and allow teams to present from previous year) (send email with LIT definitions prior to meeting)				\$0.00
5	G1.B1.S1.A5	PLC meetings (protocol adjustment; increase admin support; add standards-aligned to template; add PST)				\$0.00
6	G1.B1.S1.A6	Learning/Data Walks				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	7771 - Heritage Middle School	Title, I Part A		\$40,000.00
			Notes: SLT will monitor subject area district assessments quarterly to increase the percentage of students meeting proficiency. funding will provide substitutes for coverage to allow teachers to participate in Learning Walks, and PL events such as Lesson Study. Substitutes will also provide coverage for teachers for quarterly data review.			
7	G1.B1.S1.A7	Increase the use of technology on campus to support standards-aligned instruction.				\$45,668.78
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7771 - Heritage Middle School	Title, I Part A		\$6,000.00
			Notes: STEM supplies: classroom resources that support STEM Learning strategies for students in grades 6-8.			
			7771 - Heritage Middle School	Title, I Part A		\$30,000.00
			Notes: Texas Instruments; Inspire equipment for grades 6-8 with focus on STEM.			
			7771 - Heritage Middle School	Title, I Part A		\$6,668.78
			Notes: Aleks program for grades 6-8 with math focus.			

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			7771 - Heritage Middle School	Title, I Part A		\$3,000.00
			<i>Notes: USA Test Prep grades 6-8 with ELA focus.</i>			
8	G1.B1.S2.A1	PLC meetings (adhere to template; notes; adjust template to reflect intentions) review at first faculty meeting; ERPL 1-round robin station to PLC protocol for support (if needed) (rick dufour)				\$0.00
9	G1.B1.S2.A2	Provide coaching, feedback, and monitoring of the PLC Protocol with a focus on standards-aligned instruction				\$0.00
10	G1.B1.S2.A3	PL on understanding of FL standards and implementation of the standards-aligned instruction				\$0.00
11	G1.B1.S3.A1	PBIS strategies				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	7771 - Heritage Middle School	Title, I Part A		\$10,000.00
			<i>Notes: substitutes will provide coverage for teachers for PL events for Social/Emotional Learning Program.</i>			
12	G1.B1.S3.A2	Generational Gaps				\$0.00
13	G1.B1.S3.A3	Guidance Center				\$0.00
14	G1.B1.S3.A4	Family Center				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7771 - Heritage Middle School	Title, I Part A		\$15,000.00
			<i>Notes: IMOM/ Pro Dad meetings: Students in grades 6-8 and their parents with a focus on communication between family members and school.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$5,000.00
			<i>Notes: 6th Grade WEB program supplies and materials.</i>			
15	G1.B1.S3.A5	Ron Clark Initiatives				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7771 - Heritage Middle School	Title, I Part A		\$4,500.00
			<i>Notes: Ronc Clark-inspired positive reinforcement program materials and supplies.</i>			
16	G1.B1.S3.A6	2A Danielson Framework ERPL				\$0.00
17	G1.B1.S3.A7	Teacher and student recognition				\$0.00
Total:						\$130,168.78