

Volusia County Schools

Heritage Middle School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	73%
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	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	38
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	40

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.

2018-19 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 safe and secure student-centered environment that elevates respect and rapport which 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.

On August 2nd, incoming sixth grade students participate in WEB (Welcome Everybody) where they complete team building activities, become acquainted with the school, and pick up their schedules. This assists the new 6th graders in orienting themselves to the campus and staff members and allows for a smoother transition.

On November 5th, Heritage will host 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. Heritage also hosts a Family Center Parent Involvement 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 positive and motivational learning environment by teaching and supporting the following initiatives for the 2018-19 school year:

- PBIS is committed to supporting an environment of respect and rapport amongst all teachers, staff and students (supports SIP goal).
- Expectations and rules are clearly defined and posted for specific settings (setting where data suggest rules)
- A system of rewards has elements that are implemented consistently across campus
- Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan-(discipline data is shared with staff, conclusions are drawn, and solution oriented plan is put in place)
- Active supervision is provided

Students also have access to grade-level school counselors who provide small group counseling and

individual counseling.

Heritage follows the school and district safety and security policies and procedures. Heritage participates in a yearly district audit consisting of sixty-three 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 high priority at Heritage and is protected 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. This year teachers are consistently limiting personal passes to protect instructional time.

This year Heritage has added a "Day 2" to the grade level assembly that covers school-wide expectations. Day 2 is a workshop provided to every student in every grade allowing students to learn about the definition of respect and practical applications of self-respect, student to teacher, teacher to student, and student to student.

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 utilizes a rotating system for its counselors so that a counselor moves with the group of students through 6th, 7th and 8th grade. This procedure ensures that counselors 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. Finally, all students have access to individual and group counseling as there is a counselor in every grade level. The counseling department hosts a "Friendship Week" promoting healthy friendships. The Family Center holds a Friendship Social on September 26th where students can meet new people and interact with friends.

This year Heritage offers a Student Council class. The class has twenty-five representatives from all grades, but serves the student body of 1100+ students. This course offers training and practice in leadership skills, conflict resolution, student voice, and social emotional learning.

The Volusia County Sheriff Department will also be sponsoring YES, an after school mentoring program for at risk young men or women. Boys will meet on Tuesdays and girls will meet on Thursdays after school allowing students to participate in character lessons, activities and field trips that may support learning or may be purely fun.

Heritage has a Dean of Student Relations whose primary focus is the climate and culture of the school. Specifically, she has been trained in Restorative Practices. As Heritage is a Phase 2 school

and has not received school-wide training on Restorative Practices, a cadre of teachers has been created to practice Restorative Practice circles in the classrooms before the full faculty is trained in June 2019 for a fall roll out of this Restorative Practice.

Heritage also has a Social Emotional Learning expert who visits one teacher every Friday to teacher about "Values." She is helping students understand the importance of values and holding them up high. Further, students are taught to make good choices, initiate healthy relationships, and regulate their feelings. The SEL expert is also initiating a club "Climate Crew." The purpose of the club is to promote togetherness, kindness, and acceptance. The club will work on school activities so that the school is welcoming for all.

Further, heritage has a PBIS team who meets monthly and analyzes data and recommends positive systems for faculty and staff to use.

In June 2018, Heritage held a beautification project. The purpose of the project was to respond to student voice by focusing on an area of improvement for the school in which all students, including at-risk students, were invited to participate in planting flowers in the courtyard, plants in the sixth grade square, and installing a butterfly garden. This increased student respect of Heritage and allows students to take ownership and pride in their campus. Further, students are offered opportunities for positive leadership on campus.

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	35	53	50	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	21	50	34	0	0	0	0	105
Course failure in ELA or Math	0	0	0	0	0	0	43	48	42	0	0	0	0	133
Level 1 on statewide assessment	0	0	0	0	0	0	40	59	54	0	0	0	0	153

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	60	79	75	0	0	0	0	214

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:

- before school tutoring
- lunch tutoring
- after school tutoring
- learning strategies class

This year Heritage started a new program. M & M (Movement and Mindfulness) Time is available to all students participating in the In School Suspension Program. Students are provided skills (and the opportunity to practice) related to self-regulating and designed to improve decision-making and interpersonal skills. This program supports the environment of respect and rapport at Heritage.

Heritage continually offers professional development on topics such as formative assessments, engaging students in the classroom, ESE compliance and support, lesson planning, standards aligned instruction, IPG use, and PLC protocol.

This year Heritage has a Critical Thinking/Learning Strategies class. The purpose of this class is to enable students with disabilities to acquire and generalize strategies and skills across academic settings to achieve annual goals based on assessed needs and the student's Individual Education Plan (IEP).

The Dean of Student Relations will be interacting with and monitoring EWS students (particularly those with high numbers of referrals and those with high numbers of absences) for added support.

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

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/656040>.

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 has an active Family Center. The Family Center sponsors events such as a clothing drive to support AMVETs in September, a family health event (that services families without insurance) in October, Thanksgiving meals to those in need in November, Fresh Start enrollment (free 6 week program provided by Daytona State College allowing parent to continue their education and enter the work force) in November. Also, in November ESOL and GED enrollment which is a free program provided by Daytona State College offer parents an opportunity to attend ESOL classes or enroll in GED classes. On November 30, students and parents can expect a workshop on literacy through improvisation. In December, the Family Center hosts Heritage Helps for the Holidays, which is a holiday toy drive for Heritage families in need. 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 token and goods as well as gain exposure at the school's Family Fun Night in November. Heritage hosts advertising on our school's website and other events.

Heritage also hosts a monthly Family Center Parent Involvement breakfast where community members and business partners play an active part in speaking or making donations. The coordinator of the Family Center always presents the speaker with a plaque or other recognition for his or her time.

Heritage uses newsletters, Parent Portal, Connect Ed (mass phone messaging), Remind, Twitter 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
Atkinson, Jami	Instructional Coach
Fidance, Nick	Assistant Principal
Coll, Jennifer	Instructional Coach
Hemke, Kim	Teacher, ESE
Jenkins, Becky	Instructional Media
Glaspie, Holly	Instructional Coach
Owens, Stephanie	Assistant Principal
Hauser, Shannon	Teacher, K-12
Mack, Maureen	Teacher, K-12
Stewart, Jennifer	Teacher, ESE
Holland, Allison	Other
Rayburn, Brenda	Teacher, K-12
Robinson, Pamela	Assistant Principal
Kauffman, Kara	School Counselor
Manuel, Michelle	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.

The school based leadership team identifies needs and resources to determine how to best support the students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine instructional priorities at Heritage. As the school's key instructional leader, the principal communicates a vision for student achievement and guides the team's work. Each member of the SLT is representative of another school team (LLT, PST, PLC) and serves as a liaison.

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.

Personnel: The School Leadership Team consists of the principal, administrators, instructional coaches, department chairs, counseling director, SEL contact. The leadership team reviews student data, develops intervention, and remediation strategies, monitors instructional support, plans and/or provides professional learning opportunities and celebrates student success.

Instructional resources include staff development, created and provided by our district and our School

Leadership Team. Teachers meet with their PLC groups weekly to collaborate on curriculum planning and share instructional strategies. Heritage strives to meet the needs of our students and encourages students to set personal goals for higher levels of learning.

Curricular: Curriculum is addressed in department meetings and PLC meetings. SLT oversees the implementation of standards aligned instruction. Instructional coaches meet weekly with the principal to coordinate and oversee facilitation of standards aligned instruction by providing instructional practice feedback to teachers. PLCs meet weekly to plan data driven instruction.

The principal facilitates a collaborative approach with SLT to align funds and resources to educational programs.

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
Sona Pina	Education Support Employee
Thomas Vaughan	Principal
Jennifer Buchanan	Parent
Brenda Rayburn	Teacher
Sunshine Bush	Parent
Elizabeth Bidwell	Teacher
Kelly Burrow	Parent
Deon Campbell	Student
Katie Berrios	Student
Jacqueline Caulfield	Parent
Jane Corlett	Teacher
Desiree Delgao	Parent
Staci Hahn	Teacher
Beverley Hibbert	Parent
Scott Martucci	Business/Community
Amanda Mullins	Parent
Nelly Pagan	Parent
Marie Sallade	Parent
Jamie Scarola	Teacher
Amanda Silva	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

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 for Step Zero in May. It was discussed that last year's SIP goal was worth revisiting with some revisions. A subgroup of our School Leadership Team met in June and completed Steps 1-4. The same group met again later in the month to further collaborate and solidify the professional learning plan for the 2018-19 school year. When new assessment data was released, the administrative team studied the data and made adjustments to the plan.

b. Development of this school improvement plan

During pre-planning the principal shared a Quick Glance of the SIP plan. It is a one pager created to easily see the strategies and action steps for the school year. Each PLC was charged to write or adopt their own action step that aligns with or supports the SIP goal and strategies. During the first two weeks of school, department chairs emailed their PLC action step to the principal and they were incorporated into the SIP plan. At the first SAC meeting, the Quick Glance sheet was shared with SAC members. It was the consensus of the group that they would study the Quick Glance and give input at the September meeting. At the September SAC meeting, the council gave input and voiced their questions about the School Improvement Plan. During September 19-21 Heritage sought public input on the plan.

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
Gaspie, 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 to hone in on data-driven instruction, create interventions for "can't do" vs. "won't do" students, learn and practice new PLC protocol, and utilize student work to analyze common formative assessment. Reading and Language Arts continue to support each by continuously immersing in the Florida Standards when planning units.

The Literacy Leadership Team meets at least twice a year in an effort to promote Common Language that ELA regularly use and the "Heritage Helper," a literary support document that is housed and used in ELA classes.

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.

Heritage currently has four academic coaches to support, direct, and assist teachers in a department.

This year, Heritage started a sunshine committee to further support respect and rapport on campus among staff. The group will be planning monthly faculty and staff get-togethers, celebrating milestones of staff members, planning celebratory events, and hosting random deeds of kindness.

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.

School based and district leadership opportunities are provided for teachers. Administration and the School Leadership Team develop quality professional learning that supports the SIP. 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 core teacher to attend an orientation and a support session prior to the teacher preplanning week. First year beginning teachers are assigned a Peer Assistance and Review Teacher mentor (PAR) from the district. The PAR teacher works with 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.

In addition, instructional coaches will be working with new teachers on learning the curriculum as well as learning classroom management.

Further, the TIPs team will host monthly "New Eagle" meetings where new teachers meet and are provided support in their new career.

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 have access to academic coaches who provide support in ensuring the curriculum map is being implemented by way of common goals and objectives. Each teacher is accountable to a department chairperson. 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 lowest 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, Data Days 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: 3,600

Teachers to tutor students during lunch, before and after school. Further, teachers collaborate with PLCs on a weekly basis before, during, or after school. Heritage is currently offering after school tutoring to students in need.

Strategy Rationale

Teachers have identified the lowest quartile and students with exceptionalities in order to use these strategies to assure success for these students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vaughan, Thomas, twvaugh@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 progress monitoring. 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 held a Middle School Expo in April to allow elementary school students to see the many course offerings at Heritage. Guests were exposed to the academic and elective options as well as clubs and organizations at Heritage.

Heritage also holds a Fifth Grade Night in May to help students transition from elementary to middle school. This allows students to see the school campus and hear about middle school expectations and programs.

Prior to school starting, incoming sixth graders are invited to participate in Welcome Everybody (WEB). This is an opportunity for new students to interact with peers in icebreakers, have a tour of the campus, and learn about school expectations.

Eighth 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 allow eighth graders to make an informed decision about what high school they will attend. Students attend a special meeting for rising freshmen to determine their classes for their first year of high school.

Representatives from DeLand High School International Baccalaureate Program meet with eighth 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 Eighth grade counselor provides information regarding high school course planning, graduation options, academy acceptance, and college & career exploration/preparation. Eighth 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 for college as well as high school credit. Fundamentals of Agriculture, Food and Natural Resource systems is being offered as a class which students can earn industry certification.

Heritage offers Science Technology Engineering Math (STEM) program as an elective class. 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.

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.

Eighth grade counselors have a career unit delivered through the history classes. Students are exposed to educational expectations, pros and cons of occupational fields, and monetary benefits of various careers.

Students who take Digital Information Technology learn information technology concepts and careers as well as the impact information technology has on the world, people and industry. They also learn informational technology career research, operating systems and software application, electronic communications including email and internet services, basic HTML, DHTML, and YMC web commands and design. Students are offered certification in Microsoft Word, Power Point, and Excel 2016.

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
-DIT

- STEM
- Student Council

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, 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 Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase. 1a

G100498

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of standards based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- District personnel
- Data Warehouse
- Data rooms
- Coaches, ALT leaders, instructional leaders
- Administration
- SEL contact

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring

Person Responsible

Thomas Vaughan

Schedule

Semiannually, from 11/7/2018 to 3/13/2019

Evidence of Completion

Power point, minutes

Plan to Monitor Progress Toward G1. 8

Climate surveys

Person Responsible

Thomas Vaughan

Schedule

On 2/22/2019

Evidence of Completion

survey results

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 Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase. 1

G100498

G1.B1 Lack of knowledge of standards based instruction 2

B270972

G1.B1.S1 Implement systematic practices to assure effective instruction at Heritage. 4

S286890

Strategy Rationale

To provide effective instruction at Heritage.

Action Step 1 5

Analyze relevant data and the Systematic Practices for School Improvement reflection to identify areas of strength and areas of weakness; then prioritize areas of focus.

Person Responsible

Thomas Vaughan

Schedule

On 5/23/2018

Evidence of Completion

Agenda, SIP meeting minutes, chart paper (that disappeared)

Action Step 2 5

Develop a plan of action for professional learning and systematic practices including framework for implementation.

Person Responsible

Thomas Vaughan

Schedule

Semiannually, from 6/5/2018 to 6/14/2019

Evidence of Completion

ERPL plan of action, calendar

Action Step 3 5

Communicate SIP plan to staff with a one page synopsis and charge departments to write or adopt their own action step to provide input to the SIP plan.

Person Responsible

Thomas Vaughan

Schedule

On 8/17/2018

Evidence of Completion

printed emails

Action Step 4 5

Teachers participate in district content sessions supporting implementation of standards-aligned instruction.

Person Responsible

Thomas Vaughan

Schedule

Every 6 Weeks, from 9/17/2018 to 2/27/2019

Evidence of Completion

sign-in sheets, data collection tools from walk throughs, lesson plans

Action Step 5 5

Coach and administration will provide observations and ongoing data feedback using data collection tool to support SEL goals, PL implementation, and effective instruction

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/23/2018 to 5/10/2019

Evidence of Completion

IPGs and modified collection tools

Action Step 6 5

Provide professional learning for all teachers concerning students with exceptionalities (various disabilities, instructional methods, awareness activities, etc.)

Person Responsible

Stephanie Owens

Schedule

On 9/12/2018

Evidence of Completion

sign-in sheets, Data Day and PLC agendas, coaching documentation

Action Step 7 5

Instruct all teachers in appropriate policies and procedures for monitoring individual student progress, to include grading testing, and data collection.

Person Responsible

Stephanie Owens

Schedule

On 9/12/2018

Evidence of Completion

sign-in sheets, Gradebook, Lesson plans, PLC notes

Action Step 8 5

Provide training in selecting and adapting ESE curricula and instructional methods.

Person Responsible

Stephanie Owens

Schedule

On 9/12/2018

Evidence of Completion

Lesson plans, PL agendas and notes, data walk collection tools

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

Participation in SIP progress monitoring meetings

Person Responsible

Thomas Vaughan

Schedule

Semiannually, from 11/7/2018 to 2/13/2019

Evidence of Completion

Minutes from the meeting, chart paper

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

Inclusion of department action steps in SIP

Person Responsible

Thomas Vaughan

Schedule

On 8/17/2018

Evidence of Completion

PLC minutes, emails

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

Teacher participation in district content sessions supporting implementation of standards-alignment in instruction

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/13/2018 to 5/10/2019

Evidence of Completion

sign-in sheet, agenda

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

Coaches and administrator learning walks

Person Responsible

Thomas Vaughan

Schedule

Biweekly, from 8/29/2018 to 5/1/2019

Evidence of Completion

IPGs

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

ESE training for faculty

Person Responsible

Stephanie Owens

Schedule

Triannually, from 8/10/2018 to 11/14/2018

Evidence of Completion

sign in sheets, agenda

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

District Interim Assessments

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/13/2018 to 5/1/2019

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 5/15/2019

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 6/14/2019

Evidence of Completion

Student achievement on 2019 FSA ELA, Math, and Science compared to 2018 FSA

G1.B1.S2 Refine highly effective PLCs which follow an intentional cycle to improve knowledge an implementation of instructional practice to increase student performance. 4

S286891

Strategy Rationale

To increase communication and effectiveness of PLC time.

Action Step 1 5

Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC meetings and define and review Collective Teacher Efficacy.

Person Responsible

Michelle Manuel

Schedule

Weekly, from 8/22/2017 to 8/22/2018

Evidence of Completion

PLC team minutes, sign-in sheets, training agenda

Action Step 2 5

Facilitate sharing and planning sessions for teachers to examine the available resources and assure planned student tasks meet the depth of the standard

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/29/2018 to 5/1/2019

Evidence of Completion

sign in sheets, agendas, PLC minutes

Action Step 3 5

Teachers will learn, display and use the common language of "Learning Intention," "Learning Progression," and "Success Criteria" and SEL monthly focus.

Person Responsible

Brenda Rayburn

Schedule

Quarterly, from 8/29/2018 to 5/10/2019

Evidence of Completion

observation, data collection tools

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

PLCs using the 4 essential questions in PLC meetings

Person Responsible

Michelle Manuel

Schedule

Weekly, from 8/13/2018 to 5/15/2019

Evidence of Completion

PLC minutes

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

Data days for analyzing data and lessons

Person Responsible

Nick Fidance

Schedule

Triannually, from 9/20/2018 to 4/24/2019

Evidence of Completion

Power points, agendas

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

Basic Visible Learning terms posted and referenced during lessons

Person Responsible

Thomas Vaughan

Schedule

On 9/5/2018

Evidence of Completion

lesson plans, observations

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

FSA scores

Person Responsible

Nick Fidance

Schedule

Annually, from 6/14/2019 to 6/14/2019

Evidence of Completion

FSA data

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

End of Course Exams

Person Responsible

Thomas Vaughan

Schedule

On 5/8/2019

Evidence of Completion

FSA data

G1.B1.S3 Plan opportunities to incorporate Social Emotional Learning in the middle school experience.

4

S286892

Strategy Rationale

To create an environment where students feel safe, secure, and supported by the staff and peers.

Action Step 1 5

Institute mentoring program for at-risk students.

Person Responsible

Rosemary Stemberger LaRuss

Schedule

Weekly, from 9/11/2017 to 5/10/2019

Evidence of Completion

attendance roster, certificate of completion

Action Step 2 5

Teachers and staff will follow a prescribed plan during the first week of school to orient students to expectations and procedures at Heritage.

Person Responsible

Nick Fidance

Schedule

Quarterly, from 8/14/2018 to 4/17/2019

Evidence of Completion

Power point, lesson plans

Action Step 3 5

Orientation will include a secondary portion of grade level assemblies to teach respect and rapport and school-wide expectations.

Person Responsible

Shannon Hauser

Schedule

On 9/19/2018

Evidence of Completion

Power point, student attendance roster

Action Step 4 5

Development an environment of respect and rapport, by inviting students to participate in school-wide projects.

Person Responsible

Rosemary Stemberger LaRuss

Schedule

Semiannually, from 6/23/2018 to 5/10/2019

Evidence of Completion

news articles, flyers, sign-in sheets

Action Step 5 5

Foster parent involvement by educating them on middle school practices such as Gradebook, FSA levels, remediation policy, homework policy, grading policy, inclusion, SEL strategies, behavior expectations.

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/2/2018 to 3/29/2019

Evidence of Completion

sign-in sheets, invitation flyers, Connect ed messages

Action Step 6 5

Survey students quarterly to identify social emotional growth and areas of concern.

Person Responsible

Brenda Rayburn

Schedule

Quarterly, from 8/27/2018 to 5/10/2019

Evidence of Completion

student survey data, ELA attendance records

Action Step 7 5

Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to handle conflict in the classroom.

Person Responsible

Nick Fidance

Schedule

On 10/10/2018

Evidence of Completion

sign-in sheets, agenda

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

YES Mentoring Program held in Portable 12

Person Responsible

Thomas Vaughan

Schedule

Weekly, from 9/11/2017 to 5/1/2019

Evidence of Completion

initial YES program roster, flyer, attendance roster

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

Teachers cover school expectations during the first week

Person Responsible

Nick Fidance

Schedule

Daily, from 8/13/2018 to 8/15/2018

Evidence of Completion

Power point, lesson plan

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

Presentation for each grade

Person Responsible

Shannon Hauser

Schedule

On 9/12/2018

Evidence of Completion

Power point, math teachers' attendance records, Twitter post

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

Beautification Project Phase 2

Person Responsible

Rosemary Stemberger LaRuss

Schedule

On 10/27/2018

Evidence of Completion

Flyers, invitations, photos, Twitter posts

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

Parent information meetings

Person Responsible

Schedule

Quarterly, from 8/2/2018 to 4/1/2019

Evidence of Completion

Sign in sheets, power points

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

Students surveys through ELA classes

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 9/27/2018 to 4/22/2019

Evidence of Completion

survey data results

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

Teachers receiving information on de-escalation strategies

Person Responsible

Nick Fidance

Schedule

On 10/10/2018

Evidence of Completion

Sign-in sheets, agenda

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

Decrease in referral and/or attendance data

Person Responsible

Rosemary Stemberger LaRuss

Schedule

Quarterly, from 10/17/2017 to 5/15/2018

Evidence of Completion

referral and attendance data

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

Decrease in discipline referrals

Person Responsible

Thomas Vaughan

Schedule

Quarterly, from 8/13/2018 to 5/15/2019

Evidence of Completion

referral data

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

Increase in parent involvement

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/2/2018 to 5/15/2019

Evidence of Completion

sign in sheets

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

Progress on SEL survey

Person Responsible

Brenda Rayburn

Schedule

Quarterly, from 9/27/2018 to 5/15/2019

Evidence of Completion

survey data results

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 develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase.

G1.B1 Lack of knowledge of standards based instruction

G1.B1.S1 Implement systematic practices to assure effective instruction at Heritage.

PD Opportunity 1

Teachers participate in district content sessions supporting implementation of standards-aligned instruction.

Facilitator

Mick Manuel, Jennifer Coll, Jami Atkinson, Holly Glaspie

Participants

all teachers

Schedule

Every 6 Weeks, from 9/17/2018 to 2/27/2019

PD Opportunity 2

Provide professional learning for all teachers concerning students with exceptionalities (various disabilities, instructional methods, awareness activities, etc.)

Facilitator

Dr. Owens

Participants

all teachers

Schedule

On 9/12/2018

PD Opportunity 3

Instruct all teachers in appropriate policies and procedures for monitoring individual student progress, to include grading testing, and data collection.

Facilitator

Dr.Owens

Participants

all teachers

Schedule

On 9/12/2018

PD Opportunity 4

Provide training in selecting and adapting ESE curricula and instructional methods.

Facilitator

Dr. Owens

Participants

all teachers

Schedule

On 9/12/2018

G1.B1.S2 Refine highly effective PLCs which follow an intentional cycle to improve knowledge an implementation of instructional practice to increase student performance.

PD Opportunity 1

Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC meetings and define and review Collective Teacher Efficacy.

Facilitator

Ms. Manuel, Ms. Rayburn

Participants

all teachers

Schedule

Weekly, from 8/22/2017 to 8/22/2018

PD Opportunity 2

Facilitate sharing and planning sessions for teachers to examine the available resources and assure planned student tasks meet the depth of the standard

Facilitator

Ms.Manuel, Ms. Coll, Ms. Atkinson, Ms. Glaspie

Participants

all teachers by subject

Schedule

Quarterly, from 8/29/2018 to 5/1/2019

PD Opportunity 3

Teachers will learn, display and use the common language of "Learning Intention," "Learning Progression,"and "Success Criteria" and SEL monthly focus.

Facilitator

Ms. Hauser, Ms. Rayburn

Participants

all teachers

Schedule

Quarterly, from 8/29/2018 to 5/10/2019

G1.B1.S3 Plan opportunities to incorporate Social Emotional Learning in the middle school experience.

PD Opportunity 1

Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to handle conflict in the classroom.

Facilitator

Dr. Ellzey

Participants

all teachers

Schedule

On 10/10/2018

VII. Budget

Volusia - 7771 - Heritage Middle School - 2018-19 SIP
Heritage Middle School

1	G1.B1.S1.A1	Analyze relevant data and the Systematic Practices for School Improvement reflection to identify areas of strength and areas of weakness; then prioritize areas of focus.				\$0.00
2	G1.B1.S1.A2	Develop a plan of action for professional learning and systematic practices including framework for implementation.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$10,000.00
			<i>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.</i>			
3	G1.B1.S1.A3	Communicate SIP plan to staff with a one page synopsis and charge departments to write or adopt their own action step to provide input to the SIP plan.				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		140-Substitute Teachers	7771 - Heritage Middle School	Title, I Part A		\$40,000.00
			<i>Notes: SLT will monitor subject area district assments quarterly tin crease 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.</i>			
4	G1.B1.S1.A4	Teachers participate in district content sessions supporting implementation of standards-aligned instruction.				\$45,668.78
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$6,000.00
			<i>Notes: STEM supplies: classroom resources that support STEM Learning strategies for students in grades 6-8.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$30,000.00
			<i>Notes: Texas Instruments; Inspire equipment for grades 6-8 with focus on STEM.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$6,668.78
			<i>Notes: Aleks program for grades 6-8 with math focus.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$3,000.00
			<i>Notes: USA Test Prep grades 6-8 with ELA focus.</i>			
5	G1.B1.S1.A5	Coach and administration will provide observations and ongoing data feedback using data collection tool to support SEL goals, PL implementation, and effective instruction				\$0.00
6	G1.B1.S1.A6	Provide professional learning for all teachers concerning students with exceptionalities (various disabilities, instructional methods, awareness activities, etc.)				\$0.00

7	G1.B1.S1.A7	Instruct all teachers in appropriate policies and procedures for monitoring individual student progress, to include grading testing, and data collection.				\$0.00
8	G1.B1.S1.A8	Provide training in selecting and adapting ESE curricula and instructional methods.				\$0.00
9	G1.B1.S2.A1	Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC meetings and define and review Collective Teacher Efficacy.				\$0.00
10	G1.B1.S2.A2	Facilitate sharing and planning sessions for teachers to examine the available resources and assure planned student tasks meet the depth of the standard				\$0.00
11	G1.B1.S2.A3	Teachers will learn, display and use the common language of "Learning Intention," "Learning Progression," and "Success Criteria" and SEL monthly focus.				\$0.00
12	G1.B1.S3.A1	Institute mentoring program for at-risk students.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		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>			
13	G1.B1.S3.A2	Teachers and staff will follow a prescribed plan during the first week of school to orient students to expectations and procedures at Heritage.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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>			
14	G1.B1.S3.A3	Orientation will include a secondary portion of grade level assemblies to teach respect and rapport and school-wide expectations.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$4,500.00
			<i>Notes: Ronc Clark-inspired positive reinforcement program materials and supplies.</i>			
15	G1.B1.S3.A4	Development an environment of respect and rapport, by inviting students to participate in school-wide projects.				\$0.00
16	G1.B1.S3.A5	Foster parent involvement by educating them on middle school practices such as Gradebook, FSA levels, remediation policy, homework policy, grading policy, inclusion, SEL strategies, behavior expectations.				\$0.00
17	G1.B1.S3.A6	Survey students quarterly to identify social emotional growth and areas of concern.				\$0.00

Volusia - 7771 - Heritage Middle School - 2018-19 SIP
Heritage Middle School

18	G1.B1.S3.A7	Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to handle conflict in the classroom.	\$0.00
Total:			\$130,168.78



IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B1.S3.MA1 M424476	Decrease in referral and/or attendance data	Stemberger LaRuss, Rosemary	10/17/2017	referral and attendance data	5/15/2018 quarterly
G1.B1.S1.A1 A388448	Analyze relevant data and the Systematic Practices for School Improvement reflection to identify...	Vaughan, Thomas	5/23/2018	Agenda, SIP meeting minutes, chart paper (that disappeared)	5/23/2018 one-time
G1.B1.S3.MA6 M424481	Teachers cover school expectations during the first week	Fidance, Nick	8/13/2018	Power point, lesson plan	8/15/2018 daily
G1.B1.S1.MA2 M424467	Inclusion of department action steps in SIP	Vaughan, Thomas	8/7/2018	PLC minutes, emails	8/17/2018 one-time
G1.B1.S1.A3 A388450	Communicate SIP plan to staff with a one page synopsis and charge departments to write or adopt...	Vaughan, Thomas	8/9/2018	printed emails	8/17/2018 one-time
G1.B1.S2.A1 A388456	Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC...	Manuel, Michelle	8/22/2017	PLC team minutes, sign-in sheets, training agenda	8/22/2018 weekly
G1.B1.S2.MA3 M424475	Basic Visible Learning terms posted and referenced during lessons	Vaughan, Thomas	8/22/2018	lesson plans, observations	9/5/2018 one-time
G1.B1.S1.A6 A388453	Provide professional learning for all teachers concerning students with exceptionalities (various...	Owens, Stephanie	9/12/2018	sign-in sheets, Data Day and PLC agendas, coaching documentation	9/12/2018 one-time
G1.B1.S1.A7 A388454	Instruct all teachers in appropriate policies and procedures for monitoring individual student...	Owens, Stephanie	9/12/2018	sign-in sheets, Gradebook, Lesson plans, PLC notes	9/12/2018 one-time
G1.B1.S1.A8 A388455	Provide training in selecting and adapting ESE curricula and instructional methods.	Owens, Stephanie	9/12/2018	Lesson plans, PL agendas and notes, data walk collection tools	9/12/2018 one-time
G1.B1.S3.MA7 M424482	Presentation for each grade	Hauser, Shannon	8/22/2018	Power point, math teachers' attendance records, Twitter post	9/12/2018 one-time
G1.B1.S3.A3 A388461	Orientation will include a secondary portion of grade level assemblies to teach respect and rapport...	Hauser, Shannon	8/30/2017	Power point, student attendance roster	9/19/2018 one-time
G1.B1.S3.MA11 M424486	Teachers receiving information on de-escalation strategies	Fidance, Nick	10/10/2018	Sign-in sheets, agenda	10/10/2018 one-time
G1.B1.S3.A7 A388465	Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to...	Fidance, Nick	10/10/2018	sign-in sheets, agenda	10/10/2018 one-time
G1.B1.S3.MA8 M424483	Beautification Project Phase 2	Stemberger LaRuss, Rosemary	10/27/2018	Flyers, invitations, photos, Twitter posts	10/27/2018 one-time
G1.B1.S1.MA5 M424470	ESE training for faculty	Owens, Stephanie	8/10/2018	sign in sheets, agenda	11/14/2018 triannually
G1.B1.S1.MA1 M424466	Participation in SIP progress monitoring meetings	Vaughan, Thomas	11/7/2018	Minutes from the meeting, chart paper	2/13/2019 semiannually
G1.MA2 M424488	Climate surveys	Vaughan, Thomas	1/22/2019	survey results	2/22/2019 one-time
G1.B1.S1.A4 A388451	Teachers participate in district content sessions supporting implementation of standards-aligned...	Vaughan, Thomas	9/17/2018	sign-in sheets, data collection tools from walk throughs, lesson plans	2/27/2019 every-6-weeks
G1.MA1 M424487	SIP Progress Monitoring	Vaughan, Thomas	11/7/2018	Power point, minutes	3/13/2019 semiannually

Volusia - 7771 - Heritage Middle School - 2018-19 SIP
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.S3.A5 A388463	Foster parent involvement by educating them on middle school practices such as Gradebook, FSA...	Manuel, Michelle	8/2/2018	sign-in sheets, invitation flyers, Connected messages	3/29/2019 quarterly
G1.B1.S3.MA9 M424484	Parent information meetings		8/2/2018	Sign in sheets, power points	4/1/2019 quarterly
G1.B1.S3.A2 A388460	Teachers and staff will follow a prescribed plan during the first week of school to orient students...	Fidance, Nick	8/14/2018	Power point, lesson plans	4/17/2019 quarterly
G1.B1.S3.MA10 M424485	Students surveys through ELA classes	Manuel, Michelle	9/27/2018	survey data results	4/22/2019 quarterly
G1.B1.S2.MA2 M424474	Data days for analyzing data and lessons	Fidance, Nick	9/20/2018	Power points, agendas	4/24/2019 triannually
G1.B1.S1.MA1 M424463	District Interim Assessments	Vaughan, Thomas	8/13/2018	DIA scores	5/1/2019 quarterly
G1.B1.S1.MA4 M424469	Coaches and administrator learning walks	Vaughan, Thomas	8/29/2018	IPGs	5/1/2019 biweekly
G1.B1.S2.A2 A388457	Facilitate sharing and planning sessions for teachers to examine the available resources and assure...	Manuel, Michelle	8/29/2018	sign in sheets, agendas, PLC minutes	5/1/2019 quarterly
G1.B1.S3.MA1 M424480	YES Mentoring Program held in Portable 12	Vaughan, Thomas	9/11/2017	initial YES program roster, flyer, attendance roster	5/1/2019 weekly
G1.B1.S2.MA2 M424472	End of Course Exams	Vaughan, Thomas	5/8/2019	FSA data	5/8/2019 one-time
G1.B1.S1.MA3 M424468	Teacher participation in district content sessions supporting implementation of standards-alignment...	Vaughan, Thomas	8/13/2018	sign-in sheet, agenda	5/10/2019 quarterly
G1.B1.S1.A5 A388452	Coach and administration will provide observations and ongoing data feedback using data collection...	Manuel, Michelle	8/23/2018	IPGs and modified collection tools	5/10/2019 quarterly
G1.B1.S2.A3 A388458	Teachers will learn, display and use the common language of "Learning Intention," "Learning...	Rayburn, Brenda	8/29/2018	observation, data collection tools	5/10/2019 quarterly
G1.B1.S3.A1 A388459	Institute mentoring program for at-risk students.	Stemberger LaRuss, Rosemary	9/11/2017	attendance roster, certificate of completion	5/10/2019 weekly
G1.B1.S3.A4 A388462	Development an environment of respect and rapport, by inviting students to participate in...	Stemberger LaRuss, Rosemary	6/23/2018	news articles, flyers, sign-in sheets	5/10/2019 semiannually
G1.B1.S3.A6 A388464	Survey students quarterly to identify social emotional growth and areas of concern.	Rayburn, Brenda	8/27/2018	student survey data, ELA attendance records	5/10/2019 quarterly
G1.B1.S1.MA4 M424464	End of Course Exams	Vaughan, Thomas	4/15/2019	EOC Passing rate.	5/15/2019 one-time
G1.B1.S2.MA1 M424473	PLCs using the 4 essential questions in PLC meetings	Manuel, Michelle	8/13/2018	PLC minutes	5/15/2019 weekly
G1.B1.S3.MA2 M424477	Decrease in discipline referrals	Vaughan, Thomas	8/13/2018	referral data	5/15/2019 quarterly
G1.B1.S3.MA3 M424478	Increase in parent involvement	Manuel, Michelle	8/2/2018	sign in sheets	5/15/2019 quarterly
G1.B1.S3.MA4 M424479	Progress on SEL survey	Rayburn, Brenda	9/27/2018	survey data results	5/15/2019 quarterly
G1.B1.S1.MA5 M424465	FSA Scores for ELA, Math, Science	Vaughan, Thomas	6/14/2019	Student achievement on 2019 FSA ELA, Math, and Science compared to 2018 FSA	6/14/2019 one-time

Volusia - 7771 - Heritage Middle School - 2018-19 SIP
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.A2  A388449	Develop a plan of action for professional learning and systematic practices including framework for...	Vaughan, Thomas	6/5/2018	ERPL plan of action, calendar	6/14/2019 semiannually
G1.B1.S2.MA1  M424471	FSA scores	Fidance, Nick	6/14/2019	FSA data	6/14/2019 annually