2013-2014 SCHOOL IMPROVEMENT PLAN

Heritage Middle School

1001 PARNELL CT
Deltona, FL 32738
407-328-1300
http://myvolusiaschools.org/school/heritagemiddle/pages/
default.aspx

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	71%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	48%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Heritage Middle School

Principal
Carolyn Carbonell

School Advisory Council chair
Judy Sterrett-Pegg

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jason Dominguez	Assistant Principal
Elizabeth Johnson	Principal Intern
Joshua Wycuff	Principal Intern
Greg Dunaway	ALT member (social studies)
John Holland	ALT member (math)
Amy Dempsey	ALT member (Language Arts)
Judy Sterrett Pegg	ALT member (reading)
Mike Cimino	ALT member (science)
Kristy Kuches	ALT member
Jami Atkinson	ALT member
Becky Jenkins	ALT member (media specialist)
Rachel Jefferis	ALT member (school counselor)
Kathy Cainelli	ALT member (ESE)

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Currently, Heritage Middle School's School Advisory Council is composed of a SAC chairperson, secretary, and 17 members consisting of 61% community members including parents and business

partners and 39% staff members.
2013-2013 SAC Roster:
Judy Strerrett-Pegg, Teacher & SAC Chair
Michelle Manuel, Teacher & Secretary
Tammy Blackburn, Parent
Venise Brown, Parent
Lorraine Buday, Parent
Carolyn Carbonell, Principal
Jodee Deen, Parent
Beth Doran, Teacher
Krishna Duncan, Parent
Carol Fickes, Parent
Sharon Flood, Parent
Laurie Gerker, Business Partner
Carol Grusz, Parent
Phyllis Jones, Parent
Sharian Keys, Teacher
Maureen Mack, Teacher
Vickie Mesler, Parent
Sonia Pina, Support Personnel
Joshua Wycuff, Principal Intern

Involvement of the SAC in the development of the SIP

The Heritage Middle SAC has regular and ongoing input into the School Improvement Plan. At the September 2013 meeting, SAC discussed barriers and potential strategies for the 2013-14 school year. This input was included in drafting the plan. The SIP draft is presented to SAC for revisions and/or corrections.

Activities of the SAC for the upcoming school year

The primary goal of SAC is to help create and support the School Improvement Plan process. Specific activities include serving in an advisory capacity to support improvement of school procedures, school programs, curriculum, and community activities.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Carolyn Carbonell		
Principal	Years as Administrator: 17	Years at Current School: 4

Credentials	BA Education MA Education Certifications School Principal Mathematics (6-12) Elementary Education Early Childhood Education Middle Grades Endorsement ESOL Endorsement
Performance Record	2012 - C School, (53% R/49% M; 57% R/60% M; 54% R/53% M)* 2011 - B School, (54% R/52% M; 64% R/65% M; 58% R/60% M)* 2010 - A School, AYP 74% (74% R/57% M;65% R/67% M; 67% R/68% M)* 2009 - Deltona High-C School, AYP 67% (47% R/71% M; 52% R/70% M; 45% R/58% M)* 2008 - Deltona High-C School, AYP 67% (42% R/71% M; 50% R/74% M; 53% R/64% M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Based on the district evaluation system, Mrs. Carbonell has met all district competencies in the area of administration (highly qualified).

Jason Dominguez		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	BA Emotional Disturbances/Learning Disabilities MA Emotional Disturbances/Learning Disabilities EdS Educational Leadership Certifications Varying Exceptionalities Educational Leadership
Performance Record	2012 - Deltona Middle - D School, (52% R/42% M; 58% R/53% M; 51% R/50% M)* 2011 - Deltona Middle - C School, (52% R/45% M; 65% R/57% M; 57% R/54% M)* 2010 - Deltona Middle - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M)* 2009 - Deltona Middle - B School, AYP 85%2010 – B School, AYP 82% (70%R/66%M; 63%R/67%M; 59%R/66%M)* 2008 - Deltona Middle - B School, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Based on the district evaluation system, Mr. Dominguez has met all district competencies in the area of administration (highly qualified).

Elizabeth Johnson		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	BA Elementary Education MEd Educational Leadership Certifications Elementary Education (1-6) Gifted Endorsement Educational Leadership
Performance Record	2012 - C School, (53% R/49% M; 57% R/60% M; 54% R/53% M)* 2011-B School, (54% R/52% M; 64% R/65%M; 58% R/60% M)* 2010-A School, AYP 74% (74% R/57% M;65% R/67% M; 67% R/68% M)* 2009-A School, AYP 72% (73% R/69% M; 65% R/70% M; 69% R/69% M) * 2008-A School, AYP 92% (72% R/69% M;68% R/70% M; 70% R/67% M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Based on the district evaluation system, Ms. Johnson has met all district competencies in the area of administration (highly qualified).

Joshua Wycuff		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	BS Communication MEd Educational Leadership Certifications Middle Grades English (5-9) Elementary Education (K-6) Educational Leadership ESOL Endorsement
Performance Record	2012 - C School, (53% R/49% M; 57% R/60% M; 54% R/53% M)* 2011 - Campbell Middle - C School, (37% R/33% M; 52% R/49% M; 50% R/50% M)* 2010 - Campbell Middle - B School, AYP 74% (57% R/53% M; 62% R/65% M;66% R/74% M)* 2009 - Campbell Middle - B School, AYP 74% (58% R/57% M; 57% R/70% M; 55% R/76% M)* 2008 - Campbell Middle - B School, AYP 82% (59% R/56% M; 63% R/64% M; 75% R/69% M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Based on the district evaluation system, Mr. Wycuff has met all district competencies in the area of administration (highly qualified).

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Judy Sterrett-Pegg		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4

Areas	Reading/Literacy
Credentials	BS Elementary Education Certifications Elementary Education (K-6) ESOL Endorsement Gifted Endorsement Reading Endorsement
Performance Record	2012 - C School, (53% R/49% M; 57% R/60% M; 54% R/53% M)* 2011 - B School, (54% R/52% M; 64% R/65%M; 58% R/60% M)* 2010-A School, AYP 74% (74% R/57% M; 65% R/67% M; 67% R/68% M)* 2009-Deltona High-C School, AYP 67% (47% R/71% M; 52% R/70% M; 45% R/58% M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Valentin Sotomayor		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Certifications Middle Grades Mathematics (5-9) World Language - Spanish (K-12) ESOL Endorsement
Performance Record	N/A (First Year in Coaching Position)

Classroom Teachers

# of classroom teachers
75

 # receiving effective rating or higher
59, 79%

 # Highly Qualified Teachers
99%

 # certified in-field
74, 99%

 # ESOL endorsed
23, 31%

 # reading endorsed
13, 17%

 # with advanced degrees
31, 41%

 # National Board Certified
2, 3%

 # first-year teachers
8, 11%

 # with 1-5 years of experience
14, 19%

 # with 6-14 years of experience
30, 40%

 # with 15 or more years of experience
23, 31%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

-district job fair: administration
-new teacher programs (Individualized PD, mentors, peer classroom visits, other site visits): administration and mentor teachers
-leadership opportunities: administration
-professional development: administration and Academic Leadership Team
-PLC activities: all teachers

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers in their first year of teaching have been provided with a Peer Assistance and Review (PAR) Mentor Teacher, Lakita Howard. The PAR Mentor Teacher works closely with each new teacher to assist with the development of each new teacher's Deliberate Practice Plan. Additionally, PAR Mentor Teachers conduct regular classroom observations (walkthroughs and full period observations) to provide instructional support to new teachers.

In addition to the district's mentoring plan, Heritage Middle School assigns an experienced Heritage teacher to each teacher new to HMS. The HMS mentor teachers assist teachers new to Heritage as needed throughout their first year at Heritage Middle School. Mentors were assigned after considering each new teacher's teaching assignment, background, and personality. An effort was made to provide each new teacher with a mentor in addition to their ALT leader (department chair). Planned activities include monthly motivators to encourage new teachers and regular check-ins to assess progress and provide assistance, as needed.

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

Teacher New to HMS - Mentor

Amos, Linda Sue - Erin Borer

Bennett, Gabriel - Christopher Broomall

Diaz, Yahaira - Maureen Mack

Hauser, Shannon - Allison Sheridan

Jefferies, Wendy - Julie Reheiser

Kauffman, Kara - Rebecca Jenkins

King, Nicholas - Steve Doran

Kretz, Chelsea - Nancy Whitaker

McPherson, Rhonda - Jennifer Mills

Mitchell, Stephany - Lisette Holmes

Moenning, Andrew - Jennifer Mantzke

Persaud, Donald - Michelle Manuel

Rolling, Jessica - Candee Peters

Simonelli, Brett - Jason Triboletti

Surdyka, Jane - Jennifer Rogers

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: The principal provides a common vision for the use of data-based decision-making by promoting the Multi-Tiered System of Support. In this role, she ensures that educators are implementing the district's Progress Monitoring Plan accessible through the K-12 curriculum link of the VCS webpage

and the VCS Problem Solving/RtI model (Problem identification, analysis of problem, intervention implementation and response to intervention) for those students who do not respond effectively to core instruction. For those student who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. She further ensures adequate professional development is scheduled for faculty. School Psychologists will provide and facilitate training on skill building and understanding of the components of PS/RtI. Support of the school's team in the completing of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Finally, she communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving RtI website (under Psychological Services) in order to address provided information about PS/RtI at PST meetings.

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

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

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Problem Solving/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emtional areas that need to be addressed; helped set clear expectations for instruction, facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing), and aligned processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Differentiated Accountability (DA), Florida Comprehensive Assessment Test (FCAT)
Progress monitoring: Florida Assessment for Instruction in Reading (FAIR), Curriculum Based Measurement (CBM), FCAT Simulation, Classroom Summative Assessments
Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Differentiated Accountability (DA)

End of Year: FAIR, FCAT, End of Course Exams (EOC)
Data Days or Data Chats are scheduled by instructional leaders.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development is provided to staff through faculty meetings, department meetings, and individual teaching and parent consultations in order to provide a greater understanding of MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 10,000

Teachers volunteeer to tutor students during lunch and before and after school. Further, teachers collaborate with PLCs on a weekly basis before or after school. A school-wide effort is made to incorporate the four essential questions of Professional Learning Communities: What is it that we want students to learn? How will we know that they have learned it? How will we respond if they don't learn? How will we respond if they already know it?

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The Academic Leadership Team is responsible for monitoring implementation of data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Carolyn Carbonell	Principal
Judy Sterrett-Pegg	Reading Coach
Rebecca Jenkins	Media Specialist
Amy Dempsey	Language Arts Instructional Leader

How the school-based LLT functions

Heritage Middle School has designated our Literacy Leadership Team to oversee our Team of Impact. The Team of Impact includes all of the above instructional leaders as well as all Language Arts and Reading teachers. This team meets once per month.

Major initiatives of the LLT

The Team of Impact is a collaborative group of Reading and Language Arts teachers that work together using a common language with students when working with text, responsive writing, and the Common Core State Standards (CCSS). This year, The Team of Impact is leading the Bring Your Own Technology (BYOT) pilot program at Heritage Middle School. The Reading and Language Arts teachers along with their students are working with technology when dealing with a variety of text, assessments, and collaborative efforts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Advancement Via Individual Determination (AVID) is offered to allow identified students opportunities beyond the normal classroom such as: field trips, covering study skills, offering organization skills, offering tutoring, offering extra time for assignments, college readiness and group discussions. The program has now expanded to include sixth graders.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	53%	No	69%
American Indian				
Asian				
Black/African American	54%	40%	No	59%
Hispanic	63%	51%	No	67%
White	69%	56%	No	72%
English language learners	40%	28%	No	46%
Students with disabilities	38%	22%	No	44%
Economically disadvantaged	61%	47%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	315	29%	32%
Students scoring at or above Achievement Level 4	256	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	604	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	148	54%	57%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	62%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	22%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	34%	37%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	242	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	50%	No	65%
American Indian				
Asian				
Black/African American	48%	33%	No	54%
Hispanic	57%	46%	No	61%
White	66%	55%	No	69%
English language learners	40%	23%	No	46%
Students with disabilities	35%	20%	No	42%
Economically disadvantaged	57%	43%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	302	28%	31%
Students scoring at or above Achievement Level 4	223	21%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	630	60%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	147	53%	56%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	136	76%	79%
Middle school performance on high school EOC and industry certifications	129	96%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	43%	45%
Students scoring at or above Achievement Level 4	71	52%	54%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	24%	27%
Students scoring at or above Achievement Level 4	80	23%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		83%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		23%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	350	29%	32%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	68	6%	7%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	66	6%	7%
Passing rate (%) for students who take CTE industry certification exams		77%	80%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	1%	2%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	9	1%	1%
Students who fail an English Language Arts course	30	3%	2%
Students who fail two or more courses in any subject	22	2%	1%
Students who receive two or more behavior referrals	288	21%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	363	26%	23%

Area 9: Parent Involvement

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Five Star School Award Recipient	1	100%	100%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

G1. Improve lesson design via integration of high impact instructional strategies to boost student achievement.

Goals Detail

G1. Improve lesson design via integration of high impact instructional strategies to boost student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- CTE

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- Professional Development opportunities

- Reading Coach

- Professional Learning Communities

- Professional Library

- Volusia System for Empowering Teachers (evaluation system)

- Peer Assistance and Review (PAR) Teachers

- Academic Leadership Team/Instructional Leaders

Targeted Barriers to Achieving the Goal

- Additional training is needed regarding high impact strategies

- Relatively high number of new teachers on faculty

Plan to Monitor Progress Toward the Goal

Monitor formative and summative classroom data

Person or Persons Responsible
VSET Administrators, ALT Leaders, PLCs

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student achievement data (district and classroom assessments)

Action Plan for Improvement

Problem Solving Key

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

G1. Improve lesson design via integration of high impact instructional strategies to boost student achievement.

G1.B1 Additional training is needed regarding high impact strategies

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

Action Step 1

Teachers will attend training on high impact strategies

Person or Persons Responsible

Administrators Instructional leaders Teachers

Target Dates or Schedule

Staff Development Wednesdays

Evidence of Completion

Agenda and Sign-In Sheet

Facilitator:

Administrators, Instructional leaders

Participants:

Teachers

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

Monitor sign-in sheet to ensure attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Following training sessions.

Evidence of Completion

Sign-in sheets.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor use of high impact strategies

Person or Persons Responsible

Administrators, Reading Coach, Academic Leadership Team

Target Dates or Schedule

Ongoing following training

Evidence of Completion

Lesson plans and classroom observation data

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

Action Step 1

Peer observations to observe high impact strategies in classroom use

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed during planning period

Evidence of Completion

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

Action Step 2

Ongoing conversation regarding high impact strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Minutes or Notes

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

PLC Meetings

Person or Persons Responsible

ALT Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Minutes or Notes of meetings

Plan to Monitor Effectiveness of G1.B1.S2

Use of High Impact Strategies

Person or Persons Responsible

Administrators

Target Dates or Schedule

Walk-throughs, class observations

Evidence of Completion

Lesson plans, Observations forms

G1.B2 Relatively high number of new teachers on faculty

G1.B2.S1 Provide targeted Professional Development for new teachers in the area of high impact instructional strategies.

Action Step 1

New teachers will attend CHAMPs training to improve classroom management and enhance instructional strategies.

Person or Persons Responsible

New teachers

Target Dates or Schedule

September/October 2013

Evidence of Completion

Teachers in attendance will sign in. Classroom observations will take place following training to support new teachers and encourage implementation.

Facilitator:

Jami Atkinson and Kristy Kuches (Academic Leadership Team Leaders)

Participants:

New teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitor training agendas and sign-in sheets to ensure appropriate attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Following training sessions

Evidence of Completion

Training agenda and sign-in sheet

Plan to Monitor Effectiveness of G1.B2.S1

Monitor discipline referral data

Person or Persons Responsible

VSET Administrators

Target Dates or Schedule

Ongoing following training

Evidence of Completion

Referral data

G1.B2.S2 Provide mentor teacher to each new teacher.

Action Step 1

Provide teachers new to Heritage with a mentor teacher.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Mentor Assignment List

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Improve lesson design via integration of high impact instructional strategies to boost student achievement.

G1.B1 Additional training is needed regarding high impact strategies

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

PD Opportunity 1

Teachers will attend training on high impact strategies

Facilitator

Administrators, Instructional leaders

Participants

Teachers

Target Dates or Schedule

Staff Development Wednesdays

Evidence of Completion

Agenda and Sign-In Sheet

G1.B2 Relatively high number of new teachers on faculty

G1.B2.S1 Provide targeted Professional Development for new teachers in the area of high impact instructional strategies.

PD Opportunity 1

New teachers will attend CHAMPs training to improve classroom management and enhance instructional strategies.

Facilitator

Jami Atkinson and Kristy Kuches (Academic Leadership Team Leaders)

Participants

New teachers

Target Dates or Schedule

September/October 2013

Evidence of Completion

Teachers in attendance will sign in. Classroom observations will take place following training to support new teachers and encourage implementation.

Appendix 2: Budget to Support School Improvement Goals