

Volusia County Schools

# Heritage Middle School



2019-20 Schoolwide Improvement Plan

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# Heritage Middle School

1001 PARNELL CT, Deltona, FL 32738

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

## Demographics

**Principal: Nicholas Fidance**

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: B (54%) 2014-15: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">73%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">52%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	B	B	B	B

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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>.

## 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission 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 and empowers all to soar to the highest levels of personal and academic excellence.

#### Provide the school's vision statement.

As Eagles we...

S peak kindly  
O ffer support to one another  
A ctively participate in our education  
R espect ourselves and others

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Vaughan, Thomas	Principal	
Atkinson, Jami	Instructional Coach	
Coll, Jennifer	Instructional Coach	
Fidance, Nick	Assistant Principal	Assistant Principal/Principal Intern overseeing Data and Curriculum
Glaspie, Holly	Instructional Coach	
Robinson, Pamela	Assistant Principal	Assistant Principal overseeing Safety, Security, Athletics and Facilities
Owens, Stephanie	Assistant Principal	Assistant Principal overseeing Exceptional Student Education
Manuel, Michelle	Instructional Coach	Reading Coach
Rayburn, Brenda	Teacher, K-12	
Dunaway, Greg	Teacher, K-12	
Holland, John	Teacher, K-12	
Jenkins, Becky	Instructional Media	
Doran, Elizabeth	Teacher, K-12	
Hahn, Staci	Teacher, K-12	
Scully, Michelle	School Counselor	
Bidwell, Elizabeth	Instructional Coach	

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	347	347	378	0	0	0	0	1072
Attendance below 90 percent	0	0	0	0	0	0	15	27	18	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	2	4	3	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	33	30	13	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	0	0	0	114	111	144	0	0	0	0	369



**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	35	27	18	0	0	0	0	80

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	34	48	37	0	0	0	0	119
Students retained two or more times	0	0	0	0	0	0	0	1	5	0	0	0	0	6

**FTE units allocated to school (total number of teacher units)**

70

**Date this data was collected or last updated**

Thursday 8/29/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	69	54	81	0	0	0	0	204
One or more suspensions	0	0	0	0	0	0	106	78	101	0	0	0	0	285
Course failure in ELA or Math	0	0	0	0	0	0	41	10	5	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	123	147	154	0	0	0	0	424

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	94	71	96	0	0	0	0	261

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	51%	54%	45%	51%	52%
ELA Learning Gains	51%	51%	54%	49%	53%	54%
ELA Lowest 25th Percentile	43%	42%	47%	32%	40%	44%
Math Achievement	50%	54%	58%	52%	53%	56%
Math Learning Gains	54%	51%	57%	56%	53%	57%
Math Lowest 25th Percentile	45%	42%	51%	41%	42%	50%
Science Achievement	58%	58%	51%	62%	59%	50%
Social Studies Achievement	63%	71%	72%	73%	71%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	347 (0)	347 (0)	378 (0)	1072 (0)
Attendance below 90 percent	15 ( )	27 ( )	18 ( )	60 (0)
One or more suspensions	2 (0)	4 (0)	3 (0)	9 (0)
Course failure in ELA or Math	33 (0)	30 (0)	13 (0)	76 (0)
Level 1 on statewide assessment	114 (0)	111 (0)	144 (0)	369 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	50%	0%	54%	-4%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	38%	47%	-9%	52%	-14%
	2018	41%	47%	-6%	51%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
08	2019	46%	50%	-4%	56%	-10%
	2018	52%	56%	-4%	58%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	48%	2%	55%	-5%
	2018	50%	49%	1%	52%	-2%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	44%	47%	-3%	54%	-10%
	2018	38%	44%	-6%	54%	-16%
Same Grade Comparison		6%				
Cohort Comparison		-6%				
08	2019	17%	29%	-12%	46%	-29%
	2018	41%	37%	4%	45%	-4%
Same Grade Comparison		-24%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	54%	57%	-3%	48%	6%
	2018	62%	60%	2%	50%	12%
Same Grade Comparison		-8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	68%	-5%	71%	-8%
2018	62%	66%	-4%	71%	-9%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	54%	37%	61%	30%
2018	92%	57%	35%	62%	30%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	55%	35%	57%	33%
2018	100%	55%	45%	56%	44%
Compare		-10%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	38	37	16	42	40	25	28	80		
ELL	22	44	38	28	47	38	23	26	67		
BLK	38	42	19	35	48	41	52	43	79		
HSP	40	49	44	43	53	42	51	55	85		
MUL	33	43		53	32						
WHT	53	55	50	58	56	51	63	74	83		
FRL	41	50	39	46	53	44	51	56	81		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	37	36	25	44	41	36	30	50		
ELL	14	39	40	24	44	42	23	38	60		
BLK	33	42	44	47	58	52	57	65	72		
HSP	43	50	43	44	49	46	56	60	73		
MUL	55	68		57	65		55				
WHT	53	51	38	65	58	50	70	67	73		
FRL	43	48	40	52	55	50	60	61	70		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	28	24	16	31	25	20	41	40		
ELL	18	39	34	24	39	43	32	48			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	40	43	31	40	54	40	49	74	79		
HSP	40	44	29	45	51	45	56	71	76		
MUL	54	52		54	56		80	55			
WHT	51	53	36	61	60	35	70	75	87		
FRL	38	44	30	46	51	41	56	70	79		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
<b>White Students</b>	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA Overall Achievement - 46% (-1%)

ELA Lowest Quartile - 43% (3%)

Math Overall Achievement - 50% (-5%)

Math Lowest Quartile - 45% (-3%)

Heritage Middle School experienced teacher vacancies in both Reading/ELA and Math in multiple grade levels for the duration of the school year. Additionally, we had ESE support vacancies including the ELA resource teacher throughout the year impacting the quality and continuity of instruction. The 8th grade cohort has traditionally performed below average in core subjects.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math Overall Achievement - -5%

Science Overall Achievement - -5%

Progress of ELP's - - 36%

Heritage Middle School experienced several core vacancies as mentioned in Part A. 8th grade Science had 2 new to the grade level science teachers including one class that experienced a change in instructors after the first marking period. There was 1 double block ESOL Reading Class in the master schedule, due to large numbers of students needing this course it became a large class. Additionally, a possible lack of core teacher training may be a contributing factor. Sandra Quijano has been scheduled to attend our ELA/Reading Data Day to provide learning in Can Do descriptors and best practices have been scheduled.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

While Social Studies overall achievement dropped by 9%, Social Studies overall achievement was still the highest area of achievement at 63%.

ELA & Math overall achievement both declined by 8%.

We believe there are several factors impacting the gap seen between our school and state averages. Heritage Middle School continues to experience an increase of students coming to HMS already testing at a Level 1 or 2, non-grade level performance from the elementary school level. We have seen an increase in refugee students in the past 2 years due to weather related disasters many of these students coming with LEP.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Acceleration rate increased by 10% to 84%.

Heritage school counselors and teachers worked to identify students they felt would be successful in advanced classes such as Algebra I, Geometry, and Digital Tech classes. This led to increase in the number of students in these courses. In our Digital Tech courses, the instructor worked hard to support students in taking industry certification courses when they were ready, but also to complete certification bundles.

Social Studies overall achievement, while dropping was still the area of the highest achievement. Contributing factors included the Civics PLC members remaining constant throughout the year and meeting regularly, often 5 - 6 times per week. Civics PLC has common formative assessments,

common instructional implementation, they look at student work regularly and have close classroom proximity to aid in frequently meeting with each other.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The following three sub categories of students fell below the Federal Index Level of 41% - Multi-Racial (40%), ELL (37%) and SWD (34%) in all areas will be the basis of our focus for the 2019-2020 school year.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. School-wide Behavior Plan (hall passes, lunch procedures)
2. Attendance and Tardy Policy
3. Discipline Policies and Procedures
4. Safety Plan and Procedures (heightened supervision)
5. Administrative Walk-through and Feedback Schedule (administrators to increase teacher accountability for responsibilities through VSET, administrative team will identify domain or specific area each week to look at.)

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	Math Proficiency
<b>Rationale</b>	As a result of our Needs Assessment and Analysis it revealed that our overall Math proficiency was at 50%, a decrease of 5% from the previous year. Our students with disabilities saw a decrease in overall achievement by 9% to an overall achievement of 16%. Learning gains for our multi-racial students dropped from 65% to 32%. Our SLT has decided to focus on increasing overall Math proficiency for our multi-racial and students with disabilities in order to improve overall proficiency for all students.

<b>State the measurable outcome the school plans to achieve</b>	1) Increase Math Proficiency from 50% to 60% (increase of 10%) 2) Increase Federal Index for Students with Disabilities (SWD), and English Language Learners (ELL) to above 41%
<b>Person responsible for monitoring outcome</b>	Thomas Vaughan (twvaugha@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Core Academic Shift 3 - providing all students with the opportunity to engage in the work of the lesson, opportunities for all to work with and practice grade-level problems and exercises, cultivating reasoning and problem solving that allows for productive struggle by students, questioning that allows for students to explain their thinking and dialogue with other students about their thinking using mathematical language and ideas.
<b>Rationale for Evidence-based Strategy</b>	These evidence based strategies are taken from and aligned with research from Achieve the Core, 3-12 Published Criteria for the Common Core State Standards and related Instructional Practice Guides (IPG's). Additionally, these strategies focus on 2 of John Hattie's influences - Concentration/ Persistence/Engagement - effect size .54 and Appropriately Challenging Goals - effect size .59. Both of these influences with their effect size have the potential to accelerate student achievement.

<b>Action Step</b>	
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<b>Description</b>	<ol style="list-style-type: none"> <li>1. Additional Professional Learning Opportunities - School-based ERPL's with targeted opportunities to focus on strategies in Core Action 3 - 1) Student talk - planning for student collaboration and discussion in the classroom, 2) Checking for Understanding - when and how to make sure students are "getting it", 3) Questioning to promote reasoning and understanding - techniques used to get students to think on a higher level, 4) Shifting the academic struggle - Strategies for engaging students in critical thinking and how to increase the rigor in the classroom.</li> <li>2. Review of lower quartile data to finalize master schedule, focused on students needing intervention - SWD &amp; ESOL.</li> <li>3. Thinking Map Training - Sept 16</li> <li>4. Learning Walks with Math IPG focus on Core Action 3</li> <li>5. Data Days</li> <li>6. Coaching Support through coaching cycles</li> <li>7. Additional Professional Learning Opportunities on metacognition and formative assessments</li> <li>8. Continued use of ALEKS program</li> <li>9. Weekly PLC monitoring</li> <li>10. Progress Monitoring of student achievement and growth through SMT's and DIA's.</li> </ol>
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**Person Responsible** Thomas Vaughan (twvaugha@volusia.k12.fl.us)

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<b>#2</b>	
<b>Title</b>	ELA Proficiency
<b>Rationale</b>	As a result of our Needs Assessment and Analysis it revealed our overall ELA proficiency was 46%. Achievement of ELL's was at 22%, SWD dropped from 15% to 14% while multi-racial students dropped from 55% to 33%. Within our lower quartile students, our black students dropped from 44% to 19%. Learning gains for our multi-racial students dropped from 68% to 43%, while SWD students only increased by 1%.
<b>State the measurable outcome the school plans to achieve</b>	1) Increase ELA Proficiency from 46% to 56% (increase of 10%) 2) Increase Federal Index for multi-racial, SWD, and ELL's up to 41%
<b>Person responsible for monitoring outcome</b>	Thomas Vaughan (twvaugha@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Core Academic Shift 3 - providing all students with the opportunity to engage in the work of the lesson, developing and displaying persistence with challenging texts and tasks, increased expectation of text evidence, productive struggle for all students, and increased level of student questioning and student development of questions.
<b>Rationale for Evidence-based Strategy</b>	These evidence based strategies are taken from and aligned with research from Achieve the Core, 3-12 Published Criteria for the Common Core State Standards and related Instructional Practice Guides (IPG's). Additionally, these strategies focus on 2 of John Hattie's influences - Concentration/Persistence/Engagement - effect size .54 and Appropriately Challenging Goals - effect size .59. Both of these influences with their effect size have the potential to accelerate student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review lower quartile data to finalize master schedule placement (including multi-racial, SWD, ELL)</li> <li>2. Design Professional Learning with subgroups - including Thinking Map Training (Sept 16) and Learning Walks for high yield strategies</li> <li>3. Additional Professional Learning Opportunities - School-based ERPL's with targeted opportunities to focus on strategies in Core Action 3 - 1) Student talk - planning for student collaboration and discussion in the classroom, 2) Checking for Understanding - when and how to make sure students are "getting it", 3) Questioning to promote reasoning and understanding - techniques used to get students to think on a higher level, 4) Shifting the academic struggle - Strategies for engaging students in critical thinking and how to increase the rigor in the classroom.</li> <li>4. Data Days</li> <li>5. Coaching Cycles</li> <li>6. Lesson Study</li> <li>7. Weekly PLC monitoring</li> <li>8. Monitor subgroup data monthly</li> </ol>
<b>Person Responsible</b>	Thomas Vaughan (twvaugha@volusia.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	As a result of our Needs Assessment and Analysis it revealed our overall Science proficiency was 58%. This was an overall decrease of 5% from the previous year. All reported sub-groups reported a decline in academic achievement from the previous year, with the lowest performing sub-groups being ELL's at 23% (a decrease of 3%) and SWD's at 25% (a decrease of 11%). Students with disabilities saw the greatest decline.
<b>State the measurable outcome the school plans to achieve</b>	1) Increase Science Proficiency from 58% to 68% (increase of 10%) 2) Increase Federal Index for multi-racial, SWD, and ELL's up to 41%
<b>Person responsible for monitoring outcome</b>	Thomas Vaughan (twvaugha@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Core Academic Shift 3 - providing all students with the opportunity to engage in the work of the lesson, developing and displaying persistence with challenging texts and tasks, increased expectation of text evidence, productive struggle for all students, and increased level of student questioning and student development of questions.
<b>Rationale for Evidence-based Strategy</b>	These evidence based strategies are taken from and aligned with research from Achieve the Core, 3-12 Published Criteria for the Common Core State Standards and related Instructional Practice Guides (IPG's). Additionally, these strategies focus on 2 of John Hattie's influences - Concentration/Persistence/Engagement - effect size .54 and Appropriately Challenging Goals - effect size .59. Both of these influences with their effect size have the potential to accelerate student achievement.
<b>Action Step</b>	
<b>Description</b>	1. Review lower quartile data to finalize master schedule placement (including multi-racial, SWD, and ELL) 2. Design Professional Learning with subgroup including Thinking Map Training (Sept 16) and Learning Walks to include high yield strategies 3. Additional Professional Learning Opportunities - School-based ERPL's with targeted opportunities to focus on strategies in Core Action 3 - 1) Student talk - planning for student collaboration and discussion in the classroom, 2) Checking for Understanding - when and how to make sure students are "getting it", 3) Questioning to promote reasoning and understanding - techniques used to get students to think on a higher level, 4) Shifting the academic struggle - Strategies for engaging students in critical thinking and how to increase the rigor in the classroom. 4. Data Days 5. Coaching Cycles 6. Lesson Study 7. Monitoring PLC's weekly 8. Monitor subgroup data monthly 9. Long term experiments (How do you do it? Infuse science fair into classroom instruction )

**Person Responsible** Thomas Vaughan (twvaugha@volusia.k12.fl.us)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Heritage Middle School's leadership team has developed/revised several plans and procedures to address other schoolwide improvement priorities. An administrative walk-through and feedback schedule has been developed to monitor standards based instruction, teacher clarity and preparation and VSET feedback including Domain I walk-through's beginning the third week of school.

In an effort to improve both safety and discipline, new lunch procedures have been implemented to ensure increased supervision and decrease of disruption to classes during lunches.

With the change to the school day hours and Before the Bell program, changes to campus access and supervision have also been implemented. Students are not permitted to be dropped off prior to 8:45 am unless enrolled in the Before the Bell program with access gates being monitored from 7:50 am to 8:45 am.

The HMS PBIS team will be looking at ways to revise and reinvigorate PBIS Behavior Plans, Implementations, and Rewards to decrease classroom and campus discipline problems.

HMS will continue to work on consistent implementation and communication of tardy procedures, electronic devices, hall pass/nurse/house office passes, and hallway supervision during transitions to our students and teachers providing clear expectations to all.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Heritage Middle School provides a Parent Involvement Center which is the center of the relationship between school, families and community. Our Parent Involvement Center offers a wide variety of resources and events to engage, educate, and bring in stakeholders. Events and resources include – monthly parent involvement breakfasts that include parent education and opportunities for parents, positive role models and students to have fun with each other. The PIC also hosts job fairs for parents, access to low cost health insurance, ESOL classes through DSC, Science Night, Family Fun Night and “care packages” of food, gifts and other needed items during the holiday season. Our Parent Involvement Center also works with community partners for needed donations and the opportunity to engage with our stakeholders at events such as Science Night (MOAS), student assemblies, and Family Fun Night (businesses and clubs are invited to set up booths, games and to share information and resources with attendees). The Parent Involvement Center is a resource for families in need throughout the year (school supplies, uniforms, food, toiletries, etc.).

Heritage also involves stakeholders through our SAC Committee. The SAC committee reviews the SIP, school data, safety measures and approves funds that support identified areas of need and student achievement. SAC members are given the opportunity at least monthly to provide input regarding all areas of school achievement and accountability. SAC members, along with other stakeholders are also given opportunities for input through various surveys (5E's, Advanced ED, School Climate).

Heritage Middle School hosts an annual Open House at the beginning of the school year with each family receiving a personal phone call from student's first period teachers inviting them to Open House. Heritage uses newsletters, Connect Ed (mass phone messaging), flyers, Remind, and online gradebooks to aid in the communication between home and school.

### **PFEP Link**

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

### **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 Middle School works to meet the Social Emotional Needs of students through a variety of resources and opportunities:

- 1) Heritage Middle School will provide a dedicated time each week for implementation of SEL curriculum that is coordinated with SEL school contact.
- 2) Heritage Middle School staff and faculty attended Restorative Practice training either throughout the summer or during Pre-planning week.
- 3) SEL school contact will run intervention groups based on the needs of students
- 4) Heritage will work with the Volusia County Sheriff's Department to sponsor the YES! Program. This is an after-school mentoring program for at risk students, both boys and girls. Students will participate in character lessons, activities and field trips that offer support for learning and fun.
- 5) Rotation of Guidance Counselors so that a student retains the same counselor throughout middle school.
- 6) School Guidance Counselors will sponsor a "Friendship Week". that offers activities to support students to reach out to other students for friendship. Counselors will work to revamp this opportunity to increase relevance and student engagement this year.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Heritage hosts a Middle School Expo for 5th graders in May to help students transition from elementary to middle school. This allows students to see the school campus and observe the performing arts that are offered at HMS. Heritage then hosts a half day 6th grade orientation in late summer when incoming 6th graders come to campus and are led by student leaders in tours and other activities to promote familiarity with the middle school.

8th graders register for high school courses through the guidance department and are invited to attend the VCS Annual High School Showcase to explore the various opportunities available at VCS high schools. Feeder high schools and representative students come into the middle school to speak to 8th graders about the specific programs offered (Pine Ridge and Deland for IB opportunities).

The 8th grade guidance counselor will facilitate a career planning unit the 8th grade U.S. History classes that encourages students to explore a variety of careers paths.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The School Leadership Team and Instructional Coaching Team at Heritage is the primary vehicle that ensures alignment between personnel, instruction, and curriculum to meet student and teacher needs. This same team serves as a problem-solving team addressing areas of need and deficiencies both instructional and for other school-wide improvement goals.

The School Leadership Team meets regularly to review both student and teacher data (data collected via instructional coaches through walk-through and coaching cycles) and evaluate effectiveness, results, and deficiencies. Instructional Coaches often become the intermediary facilitating teacher input back to the SLT.

The School Leadership team utilizes a variety of input resources – parent, student, teacher surveys, district & state testing data, administrative and coaching observation data, other stakeholder input (teacher comments, district initiatives, school board, etc), SAC input – to guide identify areas of need, development of professional learning, and school-wide improvement goals.

Title I meetings between the administrative staff and instructional coaches occurs quarterly to review the Title I budget and implementation of resources. The Title I budget is aligned to SIP focus areas and includes a multi-tiered process that evaluates potential expenditures and monitors the return on investment of expenditures.

Inventory of Title I resources can be tracked through SEMs records and sign-in sheets (Teacher Professional Development opportunities, use of substitutes for these Title I professional learning opportunities). Technology purchases are monitored through the inventory clerk. Administrative walk-through and coaches observation notes monitor implementation of instructional resources and desired instructional practices.

**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 and placement for the upcoming school year. The 8th grade counselor provides information regarding high school course planning, graduation options, academy acceptance, and college and career exploration and preparation. 8th grade teachers also give recommendations concerning courses for the upcoming freshmen year. Heritage currently offers several courses that allow students to earn high school credits (Digital Information Technology, Algebra I Honors, Geometry Honors). 8th grade students have the opportunity to attend the Volusia County School High School Showcase to explore career and academic offering at the high school level.

8th Graders participate in a career planning unit through their U.S. History class.

Heritage also cooperates with officials from Daytona State College to provide the TRiO program. This program identifies students that are underrepresented and unlikely to consider college but are likely to succeed in college. This groups meets monthly with representatives of the TRiO program to explore college preparation.

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 in this

program have an opportunity to engage with community leaders in this field through school presentations and field trips.