Heritage High School

2019-20 Schoolwide Improvement Plan

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Heritage High School

2351 MALABAR RD NW, Palm Bay, FL 32907

http://www.heritage.brevard.k12.fl.us

Demographics

Principal: Stephen Link B

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (54%) 2016-17: B (56%) 2015-16: B (54%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Brevard 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.

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

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	63%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Heritage High School creates a school culture promoting college and career readiness through advanced programs and instilling pride in students to use beyond high school years.

Provide the school's vision statement.

Heritage High School commits to educational excellence with the use of high-yield instructional strategies that prepare students for post-secondary achievement.

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
Peters, Denise	Instructional Coach	Denise Peters is the Literacy Coach and is responsible but not limited to the duties listed below: Provides professional learning and growth opportunities to the faculty, promotes a culture of school-wide literacy through modeling lessons across the disciplines and encourages all teachers to create and implement Content Literacy Plans, coordinates all school-wide new teacher programs and initiatives including the BPS Induction Program and the school-wide mentoring program, analyzes all school-wide data and identifies trends, strong and weak areas and at-risk students, participates in the MTSS process and creates the interventions necessary for student progress monitoring, writes the SIP and develops pre-planning activities, facilitates professional learning communities and department meetings, conducts peer and mentor observations and provides feedback to teachers, train, plan and transport sports teams to read to and mentor younger students in the neighborhood schools and is part of the school-wide leadership team
Harris, John	Principal	Dr. John Harris is the principal of Heritage High School and is responsible but not limited to the following duties: the development and implementation of the school's mission and vision, creating and maintaining a school climate of positivity, safety, and collegiality, ensuring safety measures for all students and staff are in place, observing and evaluating teacher performance, creating a learning environment where student achievement is the priority.
Moore, Cindy	Assistant Principal	Cindy Moore is the Assistant Principal of Curriculum at Heritage High School. She is responsible but not limited to the following duties: Overseeing curriculum implementation in classrooms, observation and evaluation of classroom teachers, creating a master schedule for teacher assignments, overseeing the Student Services department, creating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, providing teacher support, supporting and facilitating the school's mission and vision, creating a learning environment where student achievement is the priority..
Browning, Chris	Assistant Principal	Chris Browning is the Assistant Principal of Facilities at Heritage High School. He is responsible but not limited to the following duties: maintaining campus compliance with safety procedures and drills, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, observation and evaluation of classroom teachers, assignment and records of campus property, teacher support, creating a learning environment where student achievement is the priority..
Melendez, Lucian	Assistant Principal	Lucian Melendez is an assistant principal at Heritage High School. His responsibilities include but are not limited to the following: Maintaining school safety by working with students directly in the dean's office, teacher observation and evaluation, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, teacher support, overseeing and communicating with district transportation,

Name	Title	Job Duties and Responsibilities
		student discipline, creating a learning environment where student achievement is the priority..
Dotson, Danny	Assistant Principal	Dr. Danny Dotson is an assistant principal at Heritage High School. His responsibilities include but are not limited to the following: Maintaining school safety by working with students directly in the dean's office, teacher observation and evaluation, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, teacher support, student discipline, working closely with student services to ensure that student learning needs are being met, creating a learning environment where student achievement is the priority..
Kaltenbach, Heather	Attendance/ Social Work	Heather Kaltenbach is Heritage's school social worker. She is responsible but not limited to duties listed below: Provides professional development in social emotional learning (SEL) strategies, group sessions for students, short term counseling that includes coping mechanisms and strategies for academic and personal success, students in transition coordinator, provide resources and social services to students and their families, mental health referrals and resources, suicide risk inquiry procedures, threat assessment team member, MTSS, attendance committee member, school-wide social emotional initiatives, school-wide mental health initiatives, ESE support, student services member, restorative discipline team member, mentor teacher for new teachers, SEL resource on campus, teacher leader, part of the school leadership team.
Harris, Tonny	Other	Tonny Harris is the testing coordinator and is responsible but not limited to the following duties: supporting the principal in the administration of all state and district assessments, serving as the liaison between school and district testing department, attending all district testing coordinator meetings, developing and implementing all testing schedules at the school level, working with technology specialists to facilitate necessary support and protocols for computer based testing, maintaining high level of security for all testing documents, training school based test administrators and proctors for all assessments at Heritage High School, following state and district requirements related to testing, completing all required documentation for state and district testing, and identifying at risk students and implementing supports and interventions.
Sabokrouh, Jemma	Teacher, K-12	Jemma Sabokrouh is a teacher on assignment at Heritage High School. Her responsibilities include but are not limited to the following: maintaining school safety by working with students directly in the dean's office, working with and tracking student data for at-risk freshmen, creating a mentor program for at-risk freshmen, serving as science department chair, facilitating professional development iPD geared toward creating a more collaborative and positive school culture, leading the steering committee to problem-solve teacher concerns in collaboration with administration, teacher support, supporting HHS as a PBIS school as a point of contact for

Name	Title	Job Duties and Responsibilities
		the program, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, creating a learning environment where student achievement is the priority.
Ulmer, Arthur	Other	Arthur Ulmer is the athletic director of Heritage High School. His responsibilities include but are not limited to the following: overseeing and scheduling all athletic events, support and management of coaches, communicating athletic news and events to appropriate stakeholders, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, creating a learning environment where student achievement is the priority.
Turey, Colin	Other	Dr. Colin Turey is a teacher and director of the Environmental Water Academy and Sports Medicine Academy at Heritage High School. His duties and responsibilities include but are not limited to the following: serving as a teacher mentor to teachers new to Heritage, facilitating the Positive School Culture PD, ensuring all students are properly placed in the Sports Medicine and Environmental Water and Technology Academies. Supporting the faculty who teach the curriculum courses within the Sports Medicine and Environmental Water and Technology Academies. Fundraising via Blood Drives and Business partnerships within the community. Establishing internship sites for our academy students. Setting up Field Trips to curriculum centered and career centered places, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, creating a learning environment where student achievement is the priority.
Scardino, Brittany	Teacher, K-12	Brittany Scardino is a teacher on assignment at Heritage High School. Her duties and responsibilities include but are not limited to the following duties: Communication with parents on student progress, tracing students with excessive tardies to school and communicating with parents regarding attendance to improve achievement, tracking and working with students at risk, maintaining school safety by working with students directly in the dean's office, supporting and facilitating a climate of positivity, safety, and collegiality on campus amongst teachers, staff and students, creating a learning environment where student achievement is the priority,

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	0	0	0	526	555	471	340	1892
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	53	49	23	193
One or more suspensions	0	0	0	0	0	0	0	0	0	123	103	92	41	359
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	31	31	10	97
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	138	129	123	41	431

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	0	0	0	83	79	68	17	247

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	26	16	15	2	59

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

Date this data was collected or last updated

Thursday 5/30/2019

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	55%	59%	56%	50%	57%	53%
ELA Learning Gains	48%	52%	51%	48%	51%	49%
ELA Lowest 25th Percentile	33%	40%	42%	41%	42%	41%
Math Achievement	49%	48%	51%	47%	48%	49%
Math Learning Gains	47%	49%	48%	47%	43%	44%
Math Lowest 25th Percentile	41%	45%	45%	41%	35%	39%
Science Achievement	73%	66%	68%	70%	67%	65%
Social Studies Achievement	62%	70%	73%	63%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	526 (0)	555 (0)	471 (0)	340 (0)	1892 (0)
Attendance below 90 percent	68 ()	53 ()	49 ()	23 ()	193 (0)
One or more suspensions	123 (0)	103 (0)	92 (0)	41 (0)	359 (0)
Course failure in ELA or Math	25 (0)	31 (0)	31 (0)	10 (0)	97 (0)
Level 1 on statewide assessment	138 (0)	129 (0)	123 (0)	41 (0)	431 (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
09	2019	60%	62%	-2%	55%	5%
	2018	49%	60%	-11%	53%	-4%
Same Grade Comparison		11%				
Cohort Comparison						
10	2019	47%	59%	-12%	53%	-6%
	2018	51%	61%	-10%	53%	-2%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	66%	4%	67%	3%
2018	65%	67%	-2%	65%	0%
Compare		5%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	71%	-11%	70%	-10%
2018	57%	70%	-13%	68%	-11%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	61%	-17%	61%	-17%
2018	38%	62%	-24%	62%	-24%
Compare		6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	60%	-13%	57%	-10%
2018	37%	60%	-23%	56%	-19%
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	19	28	21	17	41	39	37	30		75	37
ELL	26	32	28	39	52		56	29		83	79
ASN	54	31									
BLK	46	46	29	44	46	35	63	45		89	59
HSP	52	51	35	38	38	44	67	55		89	85
MUL	60	33	7	48	50		76	74		90	75
WHT	63	52	42	58	51	46	82	75		85	74
FRL	51	46	30	46	47	40	71	59		86	69
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	38	36	24	41	20	34	36		79	43
ELL	29	60	43	62			54	42		67	83
ASN	55	64								100	73
BLK	41	50	35	33	37	26	63	49		80	65
HSP	47	49	48	41	44	41	65	48		83	71
MUL	56	52	40	37	37		71	61		77	82
WHT	58	53	46	46	39	33	69	70		87	76
FRL	48	52	43	37	38	31	64	55		81	68
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	10	31	31	14	31	36	23	30		75	38
ELL	20	41	42	50	64			38		75	53
ASN	64	55		55							
BLK	38	40	33	38	44	40	59	56		83	48
HSP	48	47	43	44	44	37	68	62		91	65
MUL	51	40		64	60		80	65		85	68
WHT	58	54	49	53	47	43	78	68		91	69
FRL	47	46	39	44	44	38	68	59		86	59

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	624
Total Components for the Federal Index	11
Percent Tested	98%

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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
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%	
Asian Students	
Federal Index - Asian Students	43
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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.

The lowest data component for 2018/2019 is 10th Grade English Language Arts (ELA). 47% of the 10th grade students are performing at level 3 and above. This is a 4 point drop from last year's 10th grade students, which indicated that 51% were reading at level 3 and above during the 2017/2018 school year. When looking at the cohort data in 2018, 49% of 9th grade students were performing at level 3 and above and when this same group progressed to 10th grade, 47% of these students are performing at level 3 and above.Contributing factors include inconsistent use of effective and research-based instructional strategies, low expectations regarding student achievement, student attendance and mobility, lack of individualized student writing practice with specific and immediate feedback, and inconsistent modeling of ELA item specifications. ELA teachers are expected to follow a specific sequence when utilizing the district adopted HMH Collections series. Curriculum maps were created within the common ELA courses. However, there may be some inconsistencies in

following the sequence of some of the skills and standards. When students transfer to schools within the district, ELA teachers may or may not be following the same sequence of units and skills.

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

The data component with the greatest decline from the previous year is ELA Learning Gains regarding the lowest 25% performing students. In 2018, 42% of the lowest 25% population made learning gains in ELA. In 2019 there was a decline of 9 points, resulting in only 33% of the lowest 25% population making learning gains in ELA. Some factors contributing to this decline are a lack of awareness of who these students actually are and ensuring that they receive the appropriate additional support(s) before or after school and during the school day. These students would be more willing to attend before or after school help sessions if they had transportation to arrive early or stay late. Some students are not receiving the appropriate scaffolds to be successful with grade level text. This is where the "schoolwide" knowledge of who falls into this population is essential.

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.

The data component that had the greatest gap when compared to the state average is U.S. History with a 6 point difference; Heritage has 60% of students performing at level 3 and above in U.S. History and the state has 66% performing at level 3 and above. Some factors that contributed to this gap are some of the U.S. History teachers do not consistently implement literacy strategies into their daily instruction. Some teachers also fail to follow the pacing guide to ensure grade level instruction and inconsistent use of effective and research-based instructional strategies that were part of school wide professional development plan.

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

The data component that showed the most improvement is 9th Grade ELA, with an 11 point increase from 2018 to 2019. Our school took action in assigning at-risk 9th grade students an adult mentor and in some cases, a peer mentor as well. Mentors were responsible for meeting with students twice a month and doing periodical checks on student grades, discipline referrals and attendance. In addition, if students qualified they were put in AICE General Paper, which provided them with rigorous grade level content.

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

Two potential areas of concern are the underclassmen with 1 or more In School Suspension (ISS) or Out of School Suspension (OSS). A total of 359 students had 1 or more ISS or OSS and 123 were 9th grade students and 103 were 10th grade students. Heritage had a total of 247 students exhibiting 2 or more EWS indicators, with 83 being 9th grade students and 79 being 10th grade students.

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

1. 10th Grade English Language Arts
2. Students with Disabilities
3. ELA Learning Gains Lowest 25%
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Improvement
Rationale	Student achievement data averaged over the last three years indicates that 54% of ninth grade students and 48% of tenth grade students scored a level three or higher on the FSA ELA assessment. There is a clear and definitive need to focus on school-wide literacy when attempting to address student achievement. The data indicates that HHS must continue to develop a culture of schoolwide literacy.
State the measurable outcome the school plans to achieve	The measurable outcome will be based on 2019-2020 FSA ELA data in the ninth and tenth grades. Heritage would like to see a three point percentile increase in the ninth and tenth grade FSA ELA scores as a result of using evidence-based visible learning strategies within the ELA classrooms, and throughout all content areas.
Person responsible for monitoring outcome	Cindy Moore (moore.cindy@brevardschools.org)
Evidence-based Strategy	Heritage teachers will implement high impact Visible Learning strategies, based on John Hattie's Visible Learning research, daily within their instructional practices. Teachers will document dates and strategies used to show evidence of implementation. Evaluating administrators and department chairs will monitor the use of Visible Learning strategies. Administrator walk-throughs will be utilized to give feedback to teachers. Department chairs will monitor the documentation of the Visible Learning strategies at monthly professional learning community (PLC) meetings. Teachers will show documentation of the Visible Learning strategies and how they are impacting common formative assessments during their PLC meetings. Department chairs will also coordinate peer observations so teachers can receive effective feedback on the implementation of Visible Learning strategies in their instructional practices.
Rationale for Evidence-based Strategy	The rationale for selecting Visible Learning Strategies is the research. The Visible Learning research synthesizes findings from 1,400 meta analyses of 80,000 studies involving 300 million students, into what works best in education. John Hattie conducted this research and found over 250 influence on student achievement, both negative and positive. The hinge point is .4 and any influence over .4 will have a positive influence on student achievement (a year's worth of growth). We are focusing on the student learning strategies and on teaching/instructional strategies. Within these two categories, Heritage is focusing on 5 influences in particular that every content area can successfully use: scaffolding, summarizing, concept mapping, feedback and direct instruction. All have an influence of .60 or higher on student achievement.

Action Step	
Description	1. Professional development in Visible Learning strategies provided to teachers by Heritage's Literacy Coach. Visible Learning strategies will be introduced in August during preplanning. Additional professional development opportunities will be on-going throughout the school year. 2. Literacy plans for all teachers across content areas that include Visible Learning strategies to be utilized in instructional practices. 3. Monthly PLC meetings that include best practices based on data from common formative assessments. Department chairs will collect the data and create meeting minutes and agendas to be given to the leadership team. 4. Department chairs will set up peer observations for their departments. The purpose is for

teachers to see Visible Learning strategies in action and provide feedback to their peers. Observation feedback and data will also be shared during PLC meetings.

5. Administrative walk-throughs and informal observations will occur. Administrators will provide feedback to teachers on their literacy plans and instruction that shows Visible Learning strategies.

6. ELA district resource teachers will come for department visits to support teachers with curriculum and increasing student achievement on the FSA.

Person Responsible   Cindy Moore (moore.cindy@brevardschools.org)

#2	
Title	Students With Disabilities
Rationale	Students With Disabilities was the lowest achieving subgroup in all areas for the 2019-2020 school year. In the 2018-2019 school year, students with disabilities had 19% achievement in ELA and 17% achievement in mathematics.

State the measurable outcome the school plans to achieve	Heritage High School would like to see improvement in FSA ELA scores and Algebra 1 EOC scores for our students with disabilities. An increase of five percentile points in FSA ELA scores and Algebra 1 EOC scores is our measurable goal for our students with disabilities.
Person responsible for monitoring outcome	Danny Dotson (dotson.danny@brevardschools.org)
Evidence-based Strategy	Heritage High School will use Social Emotional Learning (SEL) strategies within daily instructional practices. SEL professional development opportunities will be held by our school social worker monthly, beginning in pre-planning and extended throughout the school year. Heritage High will implement a "Home Base" for our students with disabilities. "Home Base" will be in the learning strategies class, and will be a space where our students with disabilities can go for small group instruction, study skills, a time out, social emotional thinking and strategies, and to check-in daily. These students will also have a social emotional/learning strategies class once a day where they will receive School Connect curriculum. Each month will have a social emotional learning goal and strategy that the students will work on to help them be successful in their academic classes. The school social worker will provide monthly lessons based on the specific goal.
Rationale for Evidence-based Strategy	Social emotional learning (SEL) has proven to facilitate academic learning in students with disabilities. The skills students learn with SEL strategies will help with their cognitive development in their academic classes (Zins, J. Building Academic Success on Social Emotional Learning, 2004). Heritage High was a pilot school for the School Connect curriculum in 2018-2019. School Connect is a research-based Social Emotional Learning Curriculum designed to improve students' social, emotional and academic skills. Heritage will use the School Connect curriculum in the social emotional/learning strategies classes. Heritage's students with disabilities are enrolled in a social emotional/learning strategies class one period a day for the duration of the school year.

Action Step	
Description	1. Students with disabilities will receive School-Connect Social Emotional Learning curriculum in their Social Emotional/Learning Strategies class one period a day for the whole school year. 2. Teachers will receive ongoing Social Emotional Learning professional development throughout the school year. 3. Monthly Social Emotional Learning goals with modeled lesson plans. The school social worker will do these lessons in the social emotional/learning strategies classes. 4.The ESE Support Facilitator will push into classes with high populations of ESE students for small group instruction. 5. Home Base set up in the social emotional/learning strategies classroom with a lead Home Base teacher that is ESE certified.

6. Teachers were trained during pre-planning how to access PEER and identify their students with disabilities and their IEP and 504 accommodations and or modifications.
7. Professional development will be offered to teachers regarding strategies for meeting the needs of SWD, ESOL and 504 students.
8. Teachers will highlight students on their roster that have an IEP or 504 and will be aware of who their case worker is in the school.
9. Students with disabilites (ESE population) will be progress monitored 3 times a year using the Reading Plus Benchmark Assessments.
10. Administraton will provide feedback with frequent classroom walkthroughs.
11. District resource teachers from each department will come for visits to support teachers content-specific strategies for meeting the needs of students with disabilities and increasing their achievement.

Person Responsible   Danny Dotson (dotson.danny@brevardschools.org)

#3	
Title	ELA Learning Gains Lowest 25%
Rationale	The 2019 school data indicates that the lowest 25% performing students in ELA showed a 9 point decline in learning gains. 42% of this population made learning gains in 2018 and 33% of this population made learning gains in 2019. 34 % of the ELA students in the lowest 25 % performing students are also students with disabilities. Many of Heritage's evidence-based strategies and actions steps that we're using with students with disabilities will overlap into our bottom quartile in ELA.

State the measurable outcome the school plans to achieve	Heritage High School would like to see an improvement in FSA ELA learning gains with our lowest 25% performing students in ELA. An increase of five percentile points in FSA ELA learning gains is our measurable goal for our students that are in the lowest 25% performing population in ELA.
Person responsible for monitoring outcome	Danny Dotson (dotson.danny@brevardschools.org)
Evidence-based Strategy	Heritage teachers will implement high impact Visible Learning strategies, based on John Hattie's Visible Learning research, daily within their instructional practices. Teachers will document dates and strategies used to show evidence of implementation. Evaluating administrators and department chairs will monitor the use of Visible Learning strategies. Scaffolding instruction for these students is essential and expected in every classroom.
Rationale for Evidence-based Strategy	The rationale for selecting Visible Learning Strategies is the extensive research that was conducted by John Hattie and is the same rationale that was stated in the first schoolwide improvement priority, which is an improvement in 10th Grade English Language Arts. The Visible Learning research synthesizes findings from 1,400 meta analyses of 80,000 studies involving 300 million students, into what works best in education. John Hattie conducted this research and found over 250 influence on student achievement, both negative and positive. The hinge point is .4 and any influence over .4 will have a positive influence on student achievement (a year's worth of growth). We are focusing on the student learning strategies and on teaching/instructional strategies. Within these two categories, Heritage is focusing on 5 influences in particular that every content area can successfully use: scaffolding, summarizing, concept mapping, feedback and direct instruction. All have an influence of .60 or higher on student achievement.

Action Step	
Description	1. All teachers will receive a list of the lowest 25% performing students are on the 2019 ELA FSA. 2. Teachers will highlight these students on their roster in a different color than the students with disabilities, although these students may fall into both categories. 3. Classroom teachers will make an effort to provide these students with content specific notes and extra credit opportunities when needed. 4. PLC groups and ELA and ILA departments will identify these students and collaborate and discuss strategies that will work for these students. 5. The Literacy Coach will model literacy, scaffolding and Visible Learning strategies and techniques. 6. Teachers will utilize John Hattie's high impact Visible Learning strategies (influence of .04 or higher).

7. A Certified ESE teacher will push into the classrooms and provide these students with small group or one on one instruction.
8. Students will be progress monitored 3 times a year using the Reading Plus Benchmark Assessments.
9. Students will practice their reading comprehension and fluency by working on Reading Plus in Intensive Language Arts classes 90 minutes a week.
10. Teachers will administer common assessments and will provide students with immediate feedback.
11. District resource teachers from each department will come for visits to support teachers content-specific strategies for meeting the needs of students with disabilities and increasing their achievement.

Person Responsible   Danny Dotson (dotson.danny@brevardschools.org)

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).