Heritage Middle School

2020-21 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: B (54%)
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 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.

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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SIP Authority

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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 Middle School will ignite a passion for learning in all students to be productive citizens.

Provide the school's vision statement.

The spirit of Heritage Middle School embodies a community of students, parents and staff working together. We believe in providing a safe and secure student-centered environment that elevates respect and rapport and empowers all to soar to the highest levels of personal and academic excellence.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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
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	
Bidwell, Elizabeth	Instructional Coach	
Hemke, Kim	Teacher, ESE	
Dutil, Denielle	Dean	
Pulgisi, Nora	Teacher, K-12	
Rivera, Jonalyn	Teacher, K-12	
Holland, John	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 7/1/2015, Nicholas Fidance

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
67

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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School Grades History	2018-19: B (55%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: B (54%)
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](#).

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	275	278	275	0	0	0	0	828
Attendance below 90 percent	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		
Course failure in ELA	0	0	0	0	0	0	6	9	12	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	5	2	12	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	58	54	0	0	0	0	177
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	68	65	0	0	0	0	221

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	54	43	48	0	0	0	0	145

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	2	0	1	0	0	0	0	3

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

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**	
	(0)	(0)	(0)	0 (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.

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%
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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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			
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
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%	0

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 Achiev
Hement - 50% (-5%)
Math Lowest Quartile - 45% (-3%) eritage 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?

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. ESSA Subgroups specifically relating to Outcomes for Multiple Subgroups (ELL, SWD, Multi-racial students).School-wide Behavior Plan (hall passes, lunch procedures.
2. Instructional Practice specifically relating to Differentiation.
3. Culture and Environment specifically relating to PBIS.
4. Safety Plan and Procedures Specifically relating to COVID.
5. Administrative Walk-through and Feedback Schedule (administrators to increase teacher

accountability for responsibilities specifically relating to ESSA subgroups, Instructional Practice, and Culture and Environment).

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Our Needs Assessment and Analysis indicated these three areas of proficiency need to be our focus. Overall, ELA proficiency was 46%, but the ESSA subgroups did not show significant growth. Those showing decline were SWD with a drop of 1%, while the multi-racial subgroup dropped 22%. The lower quartile also showed significant drops. Black students and multi-racial students learning gains dropped 25%. Math proficiency overall dropped 5%. Heritage ESSA subgroups (ELL, ESE, Multi-racial) showed a decrease in overall achievement, SWD dropping 9% and multi-racial students dropping 33%. Science, proficiency dropped 5%. All subgroups saw a decline in academic achievement with the ELLs with a decrease of 3% and SWD with a decrease of 11%.
Measurable Outcome:	1.) Increase proficiency by 10% in all ELA (46% - 56%), Math (50% -60%), and Science (58% -68%) 2.) Increase the Federal Index in all three content areas for each ESSA group to 41%: SWD, ELL, Multi-racial.
Person responsible for monitoring outcome:	Thomas Vaughan (twvaugha@volusia.k12.fl.us)
Evidence-based Strategy:	Core Academic Shift 3 – all student will be provided an opportunity to engage in the lesson, displaying and developing stamina when using challenging texts and tasks, citing evidence, improve perseverance, and an increase in student developed questions with the focus on higher-level questioning. The focus will also include differentiated lessons and effective feedback practices.
Rationale for Evidence-based Strategy:	The support for these strategies includes: Achieve the Core, 3-12 Published Criteria for the Common Core State Standards and related Instructional Practice Guides (IPG's). There will be a focus on John Hattie's influences – Concentration/Persistence/Engagement – effect size .54 and Appropriate Challenging Goals – effect size .59, both have the ability to increase student achievement.

Action Steps to Implement

1 - Creation and monitoring of grade level core teacher Microsoft TEAMS platform for multi-racial students.

Person Responsible	Michelle Manuel (mmmanuel@volusia.k12.fl.us)

2 - ESSA focus for data collection and monitoring in PLC and Data Days

Person Responsible	Nick Fidance (ntfidanc@volusia.k12.fl.us)

3 - Job embedded Professional learning and coaching on effective feedback and high yield instructional practices

Person Responsible	Jami Atkinson (jatkinson@volusia.k12.fl.us)

4 - Semester SLT meetings for monitoring ESSA subgroup progress

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

5 – Professional learning focused on ESE and ELL instructional strategies

Person Responsible	Stephanie Owens (sowens@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	As a result of student and staff climate surveys, there is a notable disconnect between what students are doing or working on and their level of mastery versus how they are thinking and what and why they are learning. Forty-five percent of students had an expectation of asking the teacher as a default in the classroom, and, furthermore, assess teacher language reflecting their action of 'doing' at 26%, 'we are working on' and 'you are working on' 51% and 44%, respectively. Only ten percent of students noted teachers were interested in their problem-solving approach. Heritage will be focusing on differentiation, then, as a way to increase feedback practices in instructional practice, including data-driven progress monitoring, to provide equitable learning and student support for increased success. According to Hattie, feedback has a higher impact on cognitive and motor skills outcomes than on motivational and behavioral outcomes. There is a need for students to interpret different forms of feedback and, therefore, teachers to be selective, accurate, and clear in their communication and language. Surveys demonstrate a lack of actionable feedback practices and student rigor.
Measurable Outcome:	Observation Tool Data Collection and end-of-year student Climate and Culture survey percentage results to reflect 10% decrease in negative results cited above.
Person responsible for monitoring outcome:	Thomas Vaughan (twvaugha@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy Heritage will employ is professional learning on Core Action 3 instructional practices and effective feedback practices. The monitoring of PL implementation and efficacy will be achieved through the design of an observation tool to gather baseline data through classroom walk-throughs to include core action three and feedback practices. Progress monitoring data will be provided during SIP mid-year reflections. End of year student surveys will provide final measurable outcome.
Rationale for Evidence-based Strategy:	According to John Hattie, feedback has a higher impact on cognitive and motor skills outcomes than on motivational and behavioral outcomes. The effect size of effective feedback is .70. There is a need for students to interpret different forms of feedback and, therefore, teachers to be selective, accurate, and clear in their communication and language. Surveys demonstrate a lack of actionable feedback practices and student rigor. Additionally, Hattie reports influence effect on Concentration/Persistence/Engagement at .54. These influences have the potential to accelerate student achievement.

Action Steps to Implement

1 - Analyze results to implement a personalized remediation plan for students based on student data

Person Responsible	Elizabeth Bidwell (emmartin@volusia.k12.fl.us)

2 - Create observation data tool to monitor implementation of action steps

Person Responsible	Jennifer Coll (jjcoll@volusia.k12.fl.us)

3 - Administrative walkthroughs and coaching cycles to collect data and provide teacher feedback

Person Responsible	Nick Fidance (ntfidanc@volusia.k12.fl.us)

4- PLC monthly data discussion to support student remediation

Person Responsible	Michelle Manuel (mmmanuel@volusia.k12.fl.us)

5 - School-based professional learning opportunities that focus on Core Action 3 and effective feedback practices- book study, learning walks, data walks, data days and cross-curricular lesson study

Person Responsible   Jami Atkinson (jatkinson@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	The student cultural and climate survey revealed students report as follows: 61% are tired, 56% are bored, and only 25% are completing challenging tasks. Furthermore, the staff climate survey results showed that just 21% of the staff feel strongly our school provides high-quality student support services. Positive climate and culture supports behavioral, social, emotional learning to promote authentic engagement, high expectations and form meaningful connections to the process of being a successful active learner with an understanding that learning is on a continuum.
Measurable Outcome:	The measurable outcomes will include a 10% improvement in survey points noted above as well as improvement in yearlong discipline data.
Person responsible for monitoring outcome:	Thomas Vaughan (twvaugha@volusia.k12.fl.us)
Evidence-based Strategy:	Heritage will implement school-wide Tier 2 PBIS program to include common language and student understanding of expectations with rationale behind them (the why). All teachers will learn PBIS program and protocols through explicit professional learning as well as access to resources and full commitment to collective success (efficacy).
Rationale for Evidence-based Strategy:	These evidence-based strategies are aligned with Hattie's influence of collective teacher efficacy effect size 1.57 and commitment to a safe and responsive social-emotional learning requisite in the middle school environment.

Action Steps to Implement

1- Bi-weekly PBIS kids' program to support student behavioral and social needs

Person Responsible	Nora Pulgisi (nlpuglis@volusia.k12.fl.us)

2- Wellness, mentoring, and tutoring outreach program

Person Responsible	Nora Pulgisi (nlpuglis@volusia.k12.fl.us)

3- Provide both district and school level PL to train faculty on PBIS and how to use available resources to meet our goals in this area and build a stronger school culture

Person Responsible	Nora Pulgisi (nlpuglis@volusia.k12.fl.us)

4 - Utilize faculty meetings to train staff on specific strategies that can be used to build stronger Tier 2 PBIS program and share data

Person Responsible	Nora Pulgisi (nlpuglis@volusia.k12.fl.us)

5 – The SLT team will monitor the implementation of actions that support growth in the area of student culture and environment through monitoring discipline referrals, PST, attendance, and what teachers are specifically doing in their classrooms to facilitate a positive culture and environment

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

6 – Create a school based PBIS team that consists of teachers from each grade level and administration

| **Person Responsible** | Nora Pulgisi (nlpuglis@volusia.k12.fl.us) |

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

4. Safety Plan and Procedures Specifically relating to COVID.

Administration has created a site plan for procedures to minimize the risk of exposure and transmission to COVID-19. This plan has been shared multiple times with teachers and staff who then provided feedback to ensure compliance.

5. Administrative Walk-through and Feedback Schedule (administrators to increase teacher accountability for responsibilities specifically relating to ESSA subgroups, Instructional Practice, and Culture and Environment).

Administration will develop a plan to systematically ensure each teacher's classroom is visited multiple times throughout the year. Visitation will include formal observations and walk-throughs as well as informal checks to ensure our SIP focus areas are being addressed regularly. Administration will act as master teachers to provide feedback and support to our staff in the areas of our ESSA subgroups, instructional practices (with an emphasis on differentiation), and culture and environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Heritage will implement a school-wide Tier 2 PBIS program to include common language and student understanding of expectations with the rationale behind them (the why). All teachers will learn the PBIS program and protocols through explicit professional learning as well as access to resources and full commitment to collective success (efficacy). The will be a student team for PBIS and SAC will be updated regularly.

These evidence-based strategies are aligned with Hattie's influence of collective teacher efficacy effect size 1.57 and commitment to a safe and responsive social-emotional learning requisite in the middle school environment.

Parent Family and Engagement Plan (PFEP) Link

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