Heritage Middle School

2021-22 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: 6/9/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

> * 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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.

Heritage Middle School will ignite a passion for learning while maximizing student potential one student at a time.

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	Position Title	Job Duties and Responsibilities
Fidance, Nick	Principal	The principal oversees the vision and mission of the school. Assigns the roles and responsibilities of the leadership team while facilitating meetings to ensure the SIP is being monitored.
Atkinson, Jami	Instructional Coach	Department chair and facilitator of weekly PLCs for Social Studies.
Bidwell, Elizabeth	Math Coach	Department chair and facilitator of weekly PLCs for Math. Digital learning teacher leader.
Coll, Jennifer	Science Coach	Department chair and facilitator of weekly PLCs for Science.
Dutil, Denielle	Assistant Principal	Assistant Principal overseeing Data, Curriculum, ELA department, and PBIS.
Flowers, Shelby	Teacher, K-12	PBIS Chair, League of Mentors Coordinator, SAC Chair, and 6th grade AVID teacher.
Glaspie, Holly	Instructional Media	Elective department chair, media specialist, and digital learning teacher leader.
Hemke, Kim	Teacher, ESE	IEP Facilitator
Leonard, Nicole	Assistant Principal	Assistant Principal overseeing Exceptional Student Education.
Manuel, Michelle	Dean	Teacher on Assignment, 6th Grade House Leader, and AVID Director.
Rayburn, Brenda	Instructional Coach	Department chair and facilitator of weekly PLCs for ELA.
Robinson, Pamela	Assistant Principal	Assistant Principal overseeing Safety, Security, Athletics, and Facilities.
Scully, Michelle	School Counselor	Will focus on ensuring the students have a support for their social and emotional learning.

Demographic Information

Principal start date
Wednesday 6/9/2021, 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

60

Total number of students enrolled at the school

1,009

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	338	348	354	0	0	0	0	1040
Attendance below 90 percent	0	0	0	0	0	0	36	51	47	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	24	40	59	0	0	0	0	123
Course failure in Math	0	0	0	0	0	0	15	19	49	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	74	128	114	0	0	0	0	316
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	117	152	127	0	0	0	0	396
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	1	0	0	0	0	5

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	40	62	73	0	0	0	0	175

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	11	18	11	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	3	5	3	0	0	0	0	11

Date this data was collected or last updated

Thursday 8/5/2021

2020-21 - As Reported

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	
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	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

2020-21 - 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	
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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	51%	54%	47%	51%	53%
ELA Learning Gains				51%	51%	54%	50%	53%	54%
ELA Lowest 25th Percentile				43%	42%	47%	40%	43%	47%
Math Achievement				50%	54%	58%	55%	54%	58%
Math Learning Gains				54%	51%	57%	55%	55%	57%
Math Lowest 25th Percentile				45%	42%	51%	48%	46%	51%
Science Achievement				58%	58%	51%	63%	61%	52%
Social Studies Achievement				63%	71%	72%	64%	69%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	50%	50%	0%	54%	-4%
Cohort Comparison						
07	2021					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-50%				
08	2021					
	2019	46%	50%	-4%	56%	-10%
Cohort Comparison		-38%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	50%	48%	2%	55%	-5%
Cohort Comparison						
07	2021					
	2019	44%	47%	-3%	54%	-10%
Cohort Comparison		-50%				
08	2021					
	2019	17%	29%	-12%	46%	-29%
Cohort Comparison		-44%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	54%	57%	-3%	48%	6%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	63%	68%	-5%	71%	-8%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	91%	54%	37%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	55%	35%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used to compile the below data were:
- EOCs
- SMTs
- DIAs
- VLTs

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	490 / 11	555 / 16	246 / 6
	Economically Disadvantaged	406 / 11	463 / 15	203 / 4
	Students With Disabilities	100 / 2	122 / 4	54 / 2
	English Language Learners	96 / 5	111 / 11	52 / 4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	503 / 17	497 / 9	112 / 35
	Economically Disadvantaged	415 / 15	407 / 8	84 / 31
	Students With Disabilities	112 / 2	97 / 1	1 / 0
	English Language Learners	99 / 12	102 / 9	19 / 26

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	492 / 12	532 / 21	249 / 23
	Economically Disadvantaged	390 / 10	427 / 20	193 / 19
	Students With Disabilities	117 / 0	120 / 11	55 / 5
	English Language Learners	75 / 5	83 / 12	37 / 11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	445 / 10	296 / 5	36 / 8
	Economically Disadvantaged	354 / 10	226 / 5	22 / 14
	Students With Disabilities	93/ 4	57 / 0	2 / 0
	English Language Learners	72 / 8	42 / 5	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	401 / 59	455 / 54	866 / 45
	Economically Disadvantaged	317 / 54	358 / 50	677 / 42
	Students With Disabilities	78 / 36	101 / 25	183 / 22
	English Language Learners	60 / 42	72 / 46	129 / 33

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	519 / 27	568 / 35	288 / 10
	Economically Disadvantaged	384 / 23	423 / 30	209 / 10
	Students With Disabilities	103 / 12	104 / 18	56 / 0
	English Language Learners	44 / 16	46 / 9	26 / 4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	444 / 6	261 / 7	293 / 8
	Economically Disadvantaged	324 / 7	182 / 8	214 / 7
	Students With Disabilities	84 / 1	7 / 29	48 / 0
	English Language Learners	37 / 5	7 / 0	27 / 0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	520 / 66	578 / 50	611 / 63
	Economically Disadvantaged	381 / 64	429 / 48	448 / 63
	Students With Disabilities	99 / 28	114 / 18	119 / 29
	English Language Learners	42 / 45	49 / 24	53 / 51

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	28	30	10	27	27	17	25			
ELL	23	40	36	26	30	29	39	34			
BLK	30	34	39	29	25	24	51	49	75		
HSP	37	44	38	35	31	41	44	49	62		
MUL	52	52		36	32		75				
WHT	49	43	30	47	37	31	69	67	81		
FRL	38	39	32	36	31	30	58	51	68		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
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	35
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	49
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	50
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In ELA and Math, every grade level at Heritage performed lower when compared to the state average. Students with disabilities performed significantly below average in all four core content areas. African American students in the lowest quartile made the fewest learning gains in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessment, students with disabilities show the greatest need for improvement in ELA (14%) and Math (16%) achievement. African American students demonstrate another need for improvement in ELA (19%) learning gains.

Based off progress monitoring, math saw a double digit decrease in level 3 or higher proficiency during the 2020-2021 school year. The percentage of students making learning gains in math decreased 21 percentage points. The lowest quartile in ELA needs the most improvement along with math in all areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the 2020-2021 school year, students were moving between different modes of learning (online, hybrid, and in-person). They had just returned from online learning for the last quarter of the 2019-2020 school year and there were learning gaps developed during this time. Teachers and students experienced quarantine periods that resulted in many days missed due to COVID thus interrupting instruction. There was a significant amount of teacher turnover and substitutes.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off progress monitoring and 2019 state assessments, the acceleration rate increased by 10% to 84%.

Based off progress monitoring and 2021 state assessments, 8th grade science saw the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 2019, Heritage school counselors and teachers worked to identify students they felt would be successful in advanced classes such as Algebra I, Geometry, and Digital Teach Classes. This led to

an increase in the number of students in these courses.

In 2021, The academic coach for science prepared lesson plans for the classes and substituted regularly . The PLC worked together and created common lesson plans. The academic coach was present at every PLC and actively participating in the instruction of the 8th grade science teachers.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction will need to be implemented along with common planning to accelerate learning at Heritage. Administration will be present at every PLC and will provide support to teachers. Support from coaches on methods of instructions and student engagement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to accelerate learning, Heritage will incorporate data days and data chats more frequently to provide an opportunity for teachers to analyze what is and is not working in their classes. Professional learning on teacher clarity will be provided and a book study on feedback will be conducted. Walk throughs will take place and learning walks for all teachers will be incorporated for teachers to continue their learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented this year are W.I.N Time, PBIS, de-escalation strategies, remediation, and support facilitation services.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Based off progress monitoring and 2021 state assessments it was indicated these three areas of proficiency need to be our focus. Overall, ELA proficiency was 42%, but the ESSA subgroups did not show significant growth. Those showing decline were SWD with a drop of 5 percentage points, while the African American subgroup dropped 8 percentage points. The lower quartile also showed significant drops. African American students learning gains dropped to 34%. Math proficiency overall dropped 10 percentage points to 40%. Heritage SWD subgroup decreased by 17 percentage points while the African American subgroup increased by 10 percentage points. Science overall proficiency increased by 1 percentage point to 59%. The SWD subgroup decreased by 16 percentage points and the African American subgroup increased by 1 percentage point.
Measurable Outcome:	1.) Increase proficiency by 13 percentage points in all ELA (42% - 55%) Increase proficiency by 15 percentage points in all Math (40% - 55%) 2.) Increase the Federal Index in both content areas for each ESSA group to 41%: SWD and African American
Monitoring:	Math achievement will be monitored by SMTs and DIAs throughout the year. ELA achievement will be monitored by VLTs. Both ELA and Math departments will discuss data at weekly PLCs and adjust instruction accordingly.
Person responsible for monitoring outcome:	Nick Fidance (ntfidanc@volusia.k12.fl.us)
Evidence-based Strategy:	Heritage will employ evidence based instructional strategies through collective teacher efficacy. Professional Development will be designed by the coaches to strengthen the teachers' areas of need throughout the year. Through common planning, common lessons, and learning walks, teachers will be able to target specific language that is needed to enhance the learning of every student so they may reach their full potential. The analysis of student data will take place regularly at PLCs and data days. Assessment of data plays a critical role in meeting the diverse needs of students with disabilities and for increasing learning gains when teacher instruction is adjusted accordingly.
Rationale for Evidence-based Strategy:	According to John Hattie, collective teacher efficacy has a 1.57 effect size and is the most successful strategy around student achievement. Learning walks allow teachers to see other teachers practice their craft, which often provides them insight and a new perspective. According to Marzano (2003), the analysis of student assessment data assists teachers in adjusting instruction which leads to proper feedback and collective efficacy when done together. By using these proven strategies Heritage should see a dramatic improvement across all areas of concern.

Action Steps to Implement

The ELA academic coach will provide resources during weekly PLCs and facilitate meaningful data talk during data days.

Person Responsible	Brenda Rayburn (bjraybur@volusia.k12.fl.us)

Learning walks, facilitated by the academic coaches, will be conducted throughout the year to allow teachers the opportunity to learn from their peers.

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

The Math academic coach will provide resources during weekly PLCs and facilitate meaningful data talk during data days.

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

District walkthroughs and administrative walk throughs will occur frequently for accountability and feedback.

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

The Social Studies academic coach will provide resources during weekly PLCs and facilitate meaningful data talk during data days.

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

The Science academic coach will provide resources during weekly PLCs and facilitate meaningful data talk during data days.

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

Professional learning and monitoring will be done by the ESE administrator. Support facilitation, remediation, and de-escalation strategies will be enforced.

Person Responsible Nicole Leonard (nlleonar@volusia.k12.fl.us)

Students will be actively engaged in instruction using high quality questioning supported by immediate and quality feedback from teachers.

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

#2. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	ELA and Math dropped in all areas according to the 2020-2021 school year data. Teacher clarity and feedback professional learning will provide the structure and expectations for teachers to follow to assist in accomplishing gains during the 2021-2022 school year. Teacher accountability on clarity and feedback will play a role this school year toB
Measurable Outcome:	The outcome for 2021-2022 is to have all teachers utilizing clarity posters in the front of their classroom and providing feedback to their students frequently and in a timely manner. The overall culture of the school will see an increase and student performance will improve.
Monitoring:	Observation data tools will be utilized during the academic coach and administrative walk throughs. District learning walks and school based learning walks will utilize coaching data sheets.
Person responsible for monitoring outcome:	Nick Fidance (ntfidanc@volusia.k12.fl.us)
Evidence-based Strategy:	Heritage will employ teacher clarity and feedback practices in their classrooms. Students will be given clear, concise. and stated goals throughout class to know when they are successful at the end of a lesson. Upon completion of assessments, timely feedback will be given and teachers will adjust their instruction accordingly.
Rationale for Evidence-based Strategy:	John Hattie states that teacher feedback has a .70 effect size and teacher clarity has a .75 effect size. Teacher clarity is more than posting it on the board as there needs to be an emphasis on guiding the student to gauge their own process of learning. With the appropriate feedback from the teacher, the students will be better equipped to track their progress and can have more clarity where they stand academically.

Action Steps to Implement	

The staff will complete a book study on "Feedback" by Jane E. Pollock for professional development.

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

Learning walks will be conducted throughout the year to promote continuous learning.

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

Professional learning on teacher clarity will be provided by the academic coaches.

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

All teachers will have posters using common language to provide clarity for students on the success criteria and learning target for each class.

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

Instructional staff will utilize explicit instructional strategies to enhance student comprehension.

Person Responsible	Denielle Dutil (dldutil@volusia.k12.fl.us)

Staff will have students actively track their learning and progress throughout their lessons.

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

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	The overall climate at Heritage has seen a decline over the past year due to COVID. There were more than 1,300 referrals written by the end of the 2020-2021 school year. To assist in the district's initiative to improve school climate and promote PBIS, the PBIS team will support behavioral, emotional, and social learning to cultivate authentic engagement, high expectations and form meaningful connections among students and staff members.
Measurable Outcome:	The measurable outcome will be a 10% decrease in referrals. There will also be a stronger sense of camaraderie and a welcoming climate to all stakeholders with the students being our top priority.
Monitoring:	Discipline data will be reviewed monthly.
Person responsible for monitoring outcome:	Denielle Dutil (dldutil@volusia.k12.fl.us)
Evidence-based Strategy:	Heritage will continue with implementation of 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

Discipline data will be reviewed monthly.

Person Responsible	Shelby Flowers (slflowe1@volusia.k12.fl.us)

Mentoring will be provided to students showing at-risk or repeated negative behaviors.

Person Responsible	Shelby Flowers (slflowe1@volusia.k12.fl.us)

Both district and school level PL will be provided to train faculty on PBIS and how to use available resources to meet our goal in this area and build a stronger school culture.

Person Responsible	Shelby Flowers (slflowe1@volusia.k12.fl.us)

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

Person Responsible	Shelby Flowers (slflowe1@volusia.k12.fl.us)

Create a school based PBIS team that consists of a diverse selection of teachers on campus.

Person Responsible	Shelby Flowers (slflowe1@volusia.k12.fl.us)

Digitalize discipline data tracking to strengthen effectiveness of the PBIS discipline model.

Person Responsible	Shelby Flowers (slflowe1@volusia.k12.fl.us)

Divide the students into houses to promote friendly competition and school spirit.

Person Responsible   Shelby Flowers (slflowe1@volusia.k12.fl.us)

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school's SESIR incident and discipline data to other schools across the state, Heritage Middle School is ranked number 492 out of 553 middle schools in violent incidents. It ranks number 430 out of 553 middle schools in drug and public order incidents. In terms of property incidents, Heritage is number one. The two areas of concern are the violent and drug/public incidents.

Fighting at Heritage is an area of concern that will need to be reduced during the 2021-2022 school year.

School will:
- Continue with the implementation of Tier II PBIS strategies
- Train staff in restorative practices
- Implement SEL activities
- Place students exhibiting at-risk behavior with a mentor

Teachers will:
- Provide supervision during class changes and before/after school by standing at their classroom door
- All classrooms will have the agreed upon PBIS expectations

PBIS meetings and faculty meetings will discuss the successes or improvements needed of the above implementation plan.

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.

Heritage Middle School engages families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction. Heritage staff is responsible for setting high expectations for ALL students. Communication between all stakeholders is encouraged and practiced. Teachers engage in weekly PLCs, common planning, and are provided support from academic coaches which help build positive and collaborative relationships among teachers. The PBIS Team regularly monitors discipline data and discusses ways to positively encourage and support students that are showing at-risk behaviors. The PBIS Team and administration also encourages staff recognition and student recognition. The Family Center plays a huge role in parental involvement by hosting events throughout the year that bring family members to the campus. Administration ensures the teachers have ongoing support, training, and proper resources to be successful. There is common language of rules and expectations in each classroom, based on PBIS practices. Family and community engagement is supported by a decision-making SAC council that meets monthly to discuss what is working and what needs improvement. Students are able to express their interests in clubs, sports, and electives offered at Heritage. Local businesses provide discounts, grants, and monetary assistance when it is needed. Community is appreciated at Heritage.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration will analyze and interpret data to assist with planning and implementation of PBIS campus wide. Instructional staff will practice restorative practices in the classroom. They will utilize consistent praises for good behavior and consistent discipline for poor behavior. Clear expectations will be present and consistent on campus. The district Behavioral Initiatives Specialist is active with the PBIS Team and assists in keeping the program effective. Students will actively participate in keeping their school a safe and clean environment. Guidance counselors will be readily available to support students with all their needs. W.I.N. time will be utilized by instructional staff to work with students on social emotional learning. The Family Center will ensure students that are in need are provided resources they lack.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00

2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00