Heritage High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 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	2021-22: C (53%) 2018-19: B (57%) 2017-18: 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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 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	63%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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.
Link, Stephen	Assistant Principal	Stephen Link is the Assistant Principal of Curriculum at Heritage High School. He 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
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.
Sabokrouh, Jemma	Assistant Principal	Jemma Sabokrouh is an assistant principal 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, teacher observation and evaluation, supporting and facilitating a climate of positivity, safety, and collegiality on campus among teachers, staff and students as the school PBIS Point of Contact, supporting teachers, student discipline, and creating a learning environment where student achievement is the priority.
Mansion, Clement	Dean	Dr. Clement Mansion is a teacher on assignment at Heritage High School. His responsibilities include but are not limited to the following: maintaining

Name	Position Title	Job Duties and Responsibilities
		school safety by working with students directly in the dean's office, tracking student data for at-risk students (i.e., academic performance, attendance, and behavior) and developing meaning interventions, student discipline, facilitating professional development geared toward creating a more collaborative and culturally mindful school community, teacher support and retention, supporting HHS as the contact for the African American History Task Force (AAHTF), creating a learning environment where all student achievement is the priority, supporting and facilitating a campus climate of safety, positivity, and collegiality on campus amongst all stake holders.
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.

Demographic Information

Principal start date
Monday 7/1/2013, Stephen Link B

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*
18

Total number of teacher positions allocated to the school
110

Total number of students enrolled at the school
2,024

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	520	526	584	369	1999
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	105	109	91	433
One or more suspensions	0	0	0	0	0	0	0	0	0	148	96	83	61	388
Course failure in ELA	0	0	0	0	0	0	0	0	0	76	79	79	67	301
Course failure in Math	0	0	0	0	0	0	0	0	0	69	87	79	68	303
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	143	138	70	43	394
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	99	99	81	50	329
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	117	82	62	35	296

Using current year data, complete the table below with the number of students identified as being "retained.":

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	11	29	33	46	119
Students retained two or more times	0	0	0	0	0	0	0	0	0	29	21	28	24	102

Date this data was collected or last updated
Sunday 7/31/2022

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	0	0	0	495	468	487	360	1810
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	298	276	299	208	1081
One or more suspensions	0	0	0	0	0	0	0	0	0	56	56	47	24	183
Course failure in ELA	0	0	0	0	0	0	0	0	0	123	124	228	49	524
Course failure in Math	0	0	0	0	0	0	0	0	0	155	143	154	63	515
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	67	69	60	286
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	73	75	39	63	250
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	141	157	115	45	458
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	0	0	185	168	126	51	530

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	220	271	230	112	833

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	5	16	43	29	93
Students retained two or more times	0	0	0	0	0	0	0	0	0	23	38	27	16	104

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	0	0	0	495	468	487	360	1810
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	298	276	299	208	1081
One or more suspensions	0	0	0	0	0	0	0	0	0	56	56	47	24	183
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Course failure in Math	0	0	0	0	0	0	0	0	0	155	143	154	63	515
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	67	69	60	286
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	73	75	39	63	250
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	141	157	115	45	458
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	0	0	185	168	126	51	530

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Indicator	Grade Level													Total
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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	5	16	43	29	93
Students retained two or more times	0	0	0	0	0	0	0	0	0	23	38	27	16	104

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	52%	51%				55%	59%	56%
ELA Learning Gains	49%						48%	52%	51%
ELA Lowest 25th Percentile	45%						33%	40%	42%
Math Achievement	32%	40%	38%				49%	48%	51%
Math Learning Gains	41%						47%	49%	48%
Math Lowest 25th Percentile	47%						41%	45%	45%
Science Achievement	59%	37%	40%				73%	66%	68%
Social Studies Achievement	60%	44%	48%				62%	70%	73%

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

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
2022					
2019	70%	66%	4%	67%	3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	71%	-11%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	61%	-17%	61%	-17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	60%	-13%	57%	-10%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	32	33	15	39	50	29	33		89	21
ELL	31	56	57	22	29	40	47	39		88	39
ASN	63	44					70	60		100	73
BLK	29	43	43	21	42	51	46	48		95	56
HSP	45	51	47	36	43	48	56	63		90	53
MUL	49	53	60	24	31		49	67		96	57
WHT	49	52	43	40	42	48	70	68		88	63
FRL	37	48	44	28	39	45	52	55		91	57

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	14	22	23	11	31	33	26	33		92	30
ELL	16	28	29	18	23	21	27	40		92	74
ASN	47	44		46	25		80				
BLK	33	35	29	20	22	29	39	52		92	57
HSP	47	42	26	24	21	24	48	62		93	65
MUL	51	38		30	21	18	45	68		81	77
WHT	51	41	31	41	32	14	58	68		88	74
FRL	39	37	29	23	21	23	43	54		89	66

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	51
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	56
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Heritage's data indicates a trend in the decline in English Language Arts FSA scores across all grade levels and specifically, our ESE subgroup. A similar trend has occurred in the Algebra 1 FSA scores. Both 9th and 10th grade English Language Arts FSA scores have declined below 50%, with 9th grade indicating 60% of the students reading on grade level in 2019, 44% of the students reading on grade level in 2021 and a decline to 41% of the students reading on grade level in 2022. 10th grade had a similar trend with 47% of the students reading on grade level in 2019, a decline to 44% reading on grade level in 2021 and a decline to 42% reading on grade level in 2022. Similarly, a decline in Algebra 1 FSA Scores occurred form 2019 to 2021, 48% of the students who took the Algebra 1 FSA in 2019 scored a level 3 or above. In 2021, only 17% scored a level 3 and above and then in 2022 we had an 11 point increase with 28% of the students scoring a level 3 or above. Both core content areas indicate that less than 50% our our students are performing on grade level.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The 2022 data components that demonstrate the greatest need for improvement are the 9th and 10th grade

FSA English Language Arts scores. There has been a steady decline in the 10th grade scores from 47% of 10th grade students reading on grade level in 2019, declining to 44% in 2021 and to 42% in 2022. The same trend was evident with the 9th grade FSA English Language Arts scores. 9th grade was fairly strong in 2019 with 60% of the students reading on grade level (Level 3 and above). A steady decline occurred from 2019 to 2021 with only 44% of students reading on grade level and a decline in 2022 with only 41% reading on grade level. Overall, our school-wide ELA FSA scores have declined from 2019 with 55% of the students reading on grade level to 43% of the students reading on grade level in 2022. Students who hadn't met the 10th grade English Language Arts FSA graduation requirement were progress monitored 3 times a year utilizing the Read180 Universal Reading Inventory. 1708 students were assessed during the third progress monitoring assessment window and the data indicated 23% of the students who took the assessment were significantly below grade level, 26% were below grade level, 37% were on grade level and 13% were above grade level. This data was represented in the Read 180 District/School Proficiency Report.

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

Contributing factors to the decline in 9th and 10th grade English Language Arts scores include but are not limited to utilizing a curriculum aligned with B.E.S.T. standards, while students were assessed on the Florida State Standards, inconsistent use of effective research-based instructional strategies, student attendance and mobility, lack of individualized student writing practice with specific and immediate feedback, inconsistent modeling of ELA Item Specifications, and a high turn over rate in 9th and 10th grade ELA teachers at Heritage.

The following new action steps will be taken to address this need for improvement:
1. All teachers will implement structured, standards-based, engaging lesson plans with emphasis on reading and writing in all content areas.
2. Teachers will use Gradual Release instructional Strategies (scaffolding instruction) and Common Board Configuration to frame their lessons with specific student learning targets and success criteria.
3. Common course teachers will develop standards-based, engaging lessons to assist students in excelling on the FAST Progress Monitoring Assessments and the FAST Summative Assessment.
4. Teachers will implement Quick Writes relating specifically to their individual content area.
5. All teachers will continue to use closed reading strategies with their students to increase comprehension and meaning of complex text.
6. Small group and individual coaching sessions for teachers who need a refresher on close reading strategies and implementation of literacy in specific content areas.
7. Teachers are participating in 8 peer observations though the school year to enhance students' learning through reflective practice and connecting with colleagues within and beyond their discipline.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The 2022 data component that showed the most improvement are the bottom 25% English Language Arts students' learning gains. 33% of these students showed learning gains in 2019, with a decline to 30% in 2021 to an increase of 45% in 2022.

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

Factors contributing to the increase in the bottom 25% English Language Arts students' learning gains include but are not limited to the efficiency of the MTSS Team and Individual Problem Solving Team in identifying and putting immediate interventions in place to accommodate students, progress monitoring the lowest 25% of ELA students three times a year, student data chats in Intensive Reading and Learning Strategies classes, and increased collaboration and communication between ESE teachers

and general education teachers. New actions that our school took in this area were increasing personnel with instructional assistants to assist the bottom 25% English Language Arts Learners and ensuring and monitoring that every general education teacher was provided with professional development regarding PEER, Performance Matters and the consistent implementation and documentation of accommodations and modifications.

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

Acceleration strategies will be utilized in every classroom which include building background knowledge and vocabulary with multimedia resources that focus on a specific content related topic. These strategies will correlate with our staff's current high impact Visible Learning Strategies that have been implemented for the past three years which include: scaffolding, summarizing, concept mapping, feedback, and direct instruction.
The English Language Arts teachers will be committed to implementing the Savvas My Perspective curriculum and will create common course lesson plans with fidelity. This will assist in accelerating learning in other core subjects by utilizing grade level text that are provided within the curriculum. In addition, the ELA teachers will utilize close reading, building background knowledge, and vocabulary strategies that will be used in other content area courses.
The Intensive Reading Teachers will use a tailored acceleration model in which students engage in flexible groupings and different modalities such as independent practice, small group teacher led instruction, and computer application based on their mastery of various skills.

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.

1. Teachers will be provided with school-wide professional development regarding acceleration strategies that build knowledge and vocabulary with the review and implementation of high impact Visible Learning Strategies in their content areas.
2. All teachers will be provided with at least three professional development opportunities during each semester based on school-wide teacher feedback relating to our specific 2022/2023 SIP goals.
3.Small group or individual coaching sessions by the literacy coach and various teacher leaders and mentors are available and encouraged amongst teachers who are find it challenging to implement literacy into their content area.
4.On-going training and coaching sessions will be provided by the publishers of each new curriculum that was adopted during the 2021-2022 school year in English Language Arts and Intensive Reading to further develop skills with current and new teachers.
5. Optional professional development will be provided regarding a review of best practices in the implementation of quick writes, bell work with immediate feedback, and closed reading strategies which focus on sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge.

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

1. Heritage teachers will continue to implement high impact Visible Learning Strategies. Heritage is focusing on five influences that have an effect size of .60 or higher: scaffolding, summarizing, concept mapping,
feedback and direct instruction.
2. Every teacher will continue to do content related bell work during the first 5 to 7 minutes of each class period and will provide students with immediate feedback.
3. Administrator walk-throughs will be utilized to provide teachers with immediate feedback.
4. Teachers will show documentation of the Visible Learning strategies and how they are impacting common assessments during their PLC meetings.

5. PLC agendas and meeting minutes will be provided to each department's evaluating administrator to monitor fidelity in this area.

6. Panther Prep will be offered to all students who desire additional help in the core subject areas both face to face and virtually.

7. Teachers will implement district mental health lessons according to the school-wide schedule that is established by administration.

8. Teachers will utilize trauma informed strategies and other SEL strategies to support and meet the mental health needs of all students.

9. Heritage is providing ESE students with 6 additional sections of Learning Strategies to meet their individual IEP goals.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The decline in English Language Arts FSA scores from 2019 to 2022 (55% in 2019 reading on grade level to 43% reading on grade level in 2022). is a strong rationale for identifying ELA instructional practices as a critical need area at Heritage. In addition, Heritage had the most level 1 readers in the district in 2021. English Language Arts instructional strategies must be consistently implemented into content area classes to increase the percentage of our students reading on grade level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome will be 55% of the students at Heritage will be reading on grade level. This increase in on grade level readers will be measured by the FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be progressed monitored with the Florida Assessment of Student Thinking (FAST) in August or September of 2022 and again in December of 2022 or January of 2023 for informational purposes only. This information will be communicated to teachers, students, and parents within one month of taking each assessment. Tier 2 and Tier 3 students enrolled in Intensive Reading will also be progress monitored with the Read 180 Universal Reading and Phonics Inventory 3 times during the year. Common course English Language Arts classes will monitor student progress with common assessments and analyze student data at PLC Meetings.
Person responsible for monitoring outcome:	John Harris (harris.john@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	The teachers at Heritage are implementing structured, standard-based, engaging lesson plans with an emphasis on reading and writing in all content areas. Teachers will use the Gradual Release instructional Strategy (scaffolding instruction) and Common Board Configuration and will frame their lessons with specific student learning targets and success criteria. The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson &

implemented for this Area of Focus.

Gallagher, 1983).

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. A successful lesson plan addresses and integrates objectives for student learning, teaching/learning activities and strategies to check student understanding. (Milkova, Stiliana Center for Research on Learning and Teaching https://crlt.umich.edu/gsis/p2_5).

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

For students to learn they need to know what is expected of them and they need to know what success looks like. Therefore, teachers must create and effectively communicate clearly defined learning targets. These targets need to be posted in the same place in the classroom everyday. With the learning targets posted, students see the expectations as soon as they enter class and refer to them during each class period. Learning targets guide teachers on what they are to teach and students on what they are to learn. Teachers use learning targets to determine what behavior they should be looking for as students demonstrate their level of knowledge and skill. Therefore, teachers need to write learning targets in clear and measurable ways. Multiple studies report that achievement increases significantly when students understand the learning goals and the criteria for success (Dean et al., 2012).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers received professional development focusing on an overview of standards-based lesson planning for enhanced instruction and learning. The session included a variety of lesson planning templates that emphasize scaffolding instruction, framing the lesson with specific student learning targets, and the utilization of a common board configuration.
2. Common course teachers will develop standards-based, engaging lessons that will assist students in excelling on the FAST Progress Monitoring Assessments and the FAST Summative Assessment.
3. Teachers were provided with professional development regarding CPalms updates and will utilize it as a resource when developing standards-based, engaging lessons with in their common courses.
4. All teachers will continue to use closed reading strategies with their students to increase comprehension and meaning of complex text.
5. Teachers will implement Quick Writes relating specifically their individual content area.

Person Responsible   John Harris (harris.john@brevardschools.org)

6. Small group and individual coaching sessions are available to teachers who need a refresher on close reading strategies and the implementation of literacy in specific content areas.
7. Teachers are participating in 8 Peer Observations throughout the school year to enhance students' learning through reflective practice and connect with colleagues within and beyond their discipline.

Person Responsible   John Harris (harris.john@brevardschools.org)

Teachers will continue to use the following action steps that have been previously implemented.

1. Bell Work and Daily Formative Assessments: Every teacher will continue to implement daily bell work and will use daily formative assessment strategies to check for understanding and give immediate feedback to students.
2. Common Assessments: Students will be assessed monthly on the bell work skills and concepts through the use of common assessments.

Person Responsible John Harris (harris.john@brevardschools.org)

3. Teacher: Student Data Chats: English Language Arts Teachers will engage in student data chats regarding their progress on the FAST Assessment, common assessments, previous ELA FSA reading and text-based writing scores and PSAT Evidence Based Reading and Writing scores. Intensive Reading Teachers will include the Read 180 Reading Inventory assessment results in their teacher: student data chats.

4. Monthly Professional Learning Communities: Common course teachers will meet monthly to analyze and monitor student data and will collaborate on research-based strategies and best practices to optimize student learning and increase student achievement.

Person Responsible John Harris (harris.john@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students With Disabilities at Heritage continue to fall below the ESSA Federal Index of 41%. In 2019, the ESSA Federal Index for students with disabilities was 32% and in the 2021/2022 school year the ESSA Federal Index for students with disabilities is 35%. Both data points fall below the ESSA Federal Index of 41%. In 2022, Heritage had 323 students with disabilities and 247 of these students took the FSA ELA reading and writing assessments in grades 9-12. 89% performed below grade level (level 1 or level 2). 55% of the students not reading on grade level were 9th and 10th grade students with disabilities. 106 students with disabilities took the Algebra 1 EOC in 2022 in grades 9-12 (out of the total SWD population of 323). 87% performed below grade level (Level 1 or Level 2). 54% of the of the students who scored below grade level were 9th and 10th grade students with disabilities. The combination of these data points provide a strong rationale for identifying students with disabilities as a critical need area or area of focus at Heritage High School.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The students with disabilities at Heritage High School will no longer perform under the ESSA Federal Index of 41%. Students with disabilities will perform at 42% or higher regarding the ESSA Federal Index. We will also decrease our number of students who need to take the Algebra 1 EOC re-take from 87% to 77% and students who take the FAST reading will decrease students performing below grade level from 89% to 79%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students with disabilities will be progress monitored using Florida Assessment of Student Thinking (FAST) in the areas of reading in August or September (2022) and again in December (2022) or January (2023) for informational purposes only. This information will be communicated to teachers, students, and parents within one month of each assessment. Tier 2 and Tier 3 students enrolled in Intensive Reading will be progress monitored using Read 180 Universal Reading Inventory and Phonics Inventory 3 times during the year. English Language Arts classes will monitor student progress with common assessments and analyze student data at PLC Meetings. Data analysis of the MAP Growth Assessment will be a piece of the monitoring system, which takes place 3 times a year for all students not meeting the Algebra 1 EOC graduation requirement. The Instructional Coach will monitor and analyze MAP Growth data and provide intervention strategies for students with disabilities.
Person responsible for monitoring outcome:	Stephen Link (link.stephen@brevardschools.org)
Evidence-based Strategy: Describe the evidence-	Heritage High School will use Social Emotional Learning (SEL) strategies within daily instructional practices. Two Social Personal classes will be provided to students with disabilities who need anger management strategies and other personal, social and emotional coping mechanisms. These classes will be a space where students can go for small group instruction, study skills, a time out, social strategies, and daily check-ins. The

based strategy being implemented for this Area of Focus.	teacher will implement strategies from the Lion's Quest curriculum. Students will also have the opportunity to work in small counseling groups, and additional face to face or virtual tutoring after school. Heritage has also increased the sections of Learning Strategies courses that are available to students with disabilities from 5 sections in 2021 to 16 sections in 2022 utilizing the School Connect Curriculum.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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). SEL research continues to demonstrate that the development of SEL competencies in school predicts a variety of later outcomes, such as participation in postsecondary education, success in the workforce, civic engagement, and personal well-being. SEL research indicate that on average, every dollar invested in SEL programming yields $11 in long-term benefits. These benefits include reduced juvenile crime, higher lifetime earnings. SEL research also shows SEL is associated with a positive impact on important mental health variables that increase children's attachment to school and motivation to learn and reduce risky behaviors. (https://www.lions-quest.org/evidence-based-social-and-emotional-learning-programs/sel-research/)

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will provide ongoing support to meet the mental health needs of all students and will identify students with emotional needs and will direct them to the appropriate school personnel and resources.
2. Teachers will implement district mental health lessons according to the school-wide schedule that is established by administration.
3. Designated personnel will implement the SEL Plan provided specifically to Heritage by Brevard Public Schools.

Person Responsible	Stephen Link (link.stephen@brevardschools.org)

4. Heritage added 9 more sections of Learning Strategies classes to support our growing population of students with disabilities. School Connect is the curriculum implemented in these classes.
5. Teachers participated in professional development regarding how to access PEER, how to identify their students with disabilities, and their IEP and 504 accommodations and or modifications.
6. Professional development opportunities will be available to teachers regarding strategies for meeting the needs of SWD, and 504 students.
7. Learning Ally (audiobooks) and Snap & Read are used with students with disabilities and Intensive Reading students.
8. Two ESE teachers will provide support facilitation (push into specified classrooms) to provide support to our ESE population. Each teacher goes into 5 different teachers' classrooms with a large ESE student population during a specified period once each day during the week.
9. Heritage has one ESE instructional vacancy that we hope to fill.

Person Responsible	Stephen Link (link.stephen@brevardschools.org)

Monitor for Implementation:
Administrators will monitor Heritage's ESE action steps for implementation in the following ways:
1. Administrators will conduct Classroom Walk Throughs.
2. Administrators will provide teachers with formal and informal observational feedback.

3. Administrators will have 2 Minute Management conversations with teachers.
4. Learning Strategies teachers will monitor students with disabilities grades, attendance, and behavior.

Person Responsible   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Heritage has been a Positive Behavior Interventions and Supports (PBIS) school since 2014 and has implemented a tiered intervention and support system that encourages positive behavior through expectations and rewards. Positive behaviors are rewarded in the following ways at Heritage:
Panther Pounds (Token Economy)
School Store
Skip the Lunch Line Pass
Free Popcorn on Friday Coupons
Spirit Rallies on select Fridays
Award Ceremonies (Parents are always invited and most attend)
Student of the Week
Teacher of the Week
Sunshine Cart
Prestigious Panther Awards for teachers
CHAMPION AWARD

Heritage High School's expectations are that Panthers are responsible, respectable, and prepared. Posters are displayed with these expectations in every classroom and throughout the school buildings. Teachers at Heritage set expectations for their students in their individual classrooms and teach their students how to behave through positively stating expectations and modeling behavior that is respectable, responsible and prepared. Teachers acknowledge positive behaviors with rewards such as a positive note or phone call home, Panther Pounds, lunch with a teacher, a free assignment pass or library time.

Heritage has implemented a token economy using Panther Pounds as its currency and there is a school store in the cafeteria that students may visit during lunch time. Students can purchase items such as candy, pencils, erasers, t-shirts, popcorn and a yearbook if they save up their Panther Pounds.

Heritage analyzes several data sources when planning for the 2022/2023 school year. Parent, faculty and student surveys are key data components that are analyzed when assessing our school culture and promoting a positive environment.

The 2021/2022 Youth Truth Survey data indicates that Heritage High's two highest rated themes are

College and Career Readiness and Belonging and Peer Collaboration.
42% of the student body indicated that Heritage has helped them develop the skills and knowledge they need for college level classes and 33% of students indicated that Heritage has helped them understand the steps they need to take in order to apply to college. 50% of the students indicated that they can usually be themselves around other students at Heritage and 59% of the students indicated that most students at Heritage are friendly to them.

The 2021/2022 Youth Truth Survey data indicates that Heritage High's lowest rated themes are Relationships and Culture. The lowest rated question under the Culture theme was: Most adults in this school treat students with respect and the highest rated question for Heritage High was: Most students in this school want to do well in class. The lowest rated question under the Relationship theme was: How many of your teachers make an effort to understand what your life is like outside of school? (13% of the students had a positive response) and the highest rated question was: How many of your teachers believe that you can get a good grade if you try? (72% of the students had a positive response).

The leadership team will monitor evidence of positive teacher/student relationships and will provide teachers with strategies at each faculty meeting that will increase positive teacher/student relationships. This will be accompanied by staff professional development.

According to the 2021/2022 Parent Survey, 90.93 of the parents feel welcome at Heritage. Here are some parent comments from the 2021/2022 Parent Survey:
"I love the enthusiasm of the principal. He always says Go Big Blue and tries to get the students involved which I think makes them feel proud to attend Heritage. My son says he can talk to his teachers and they do their best to relate to what the kids are going through. I think that is very important."
"Dr. Harris and his staff are always warm and welcoming."
"The staff tries very hard to support the children and it is clear they are committed to the kids' success."

The 2021/2022 Parent Survey asks the parents ways in which family engagement can be strengthened at their child's school. Qualitative data based on parent comments indicate that communication between teachers, students, and parents is an area that needs improvement. Specific areas of concern were events not being planned in advance and posted on the website and teachers not updating information on FOCUS in a timely manner. Both of these areas of concern have been addressed by administration. Department Chairs are documenting and leading their departments regarding posting information on FOCUS weekly. Our school website has been re-organized and information such as the monthly calendar of events is highly visible on the website.

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

CONTINUED FROM BOX ABOVE DUE TO WORD LIMITS...
MORE ABOUT TEACHER AND PARENT SURVEYS :)

The 2021/2022 Insight Survey indicates a school index score of 7.3. The Instructional Culture Index is a summary measure of a school's instructional culture. Schools with strong Index Scores generally have strong student outcomes and retain more of their most effective teachers. For the 2nd year in a row, school operations is our highest domain with a score of 6.3 and the lowest domain being the hiring process with a score of 2.3. 87% of the faculty indicated that the school building is clean and well maintained. Only 27% of the teachers who were hired last year felt that they had enough time to get ready before school started after they accepted their current position.

Since we have been hiring the majority of our teachers after the initial school year started, we have been implementing peer observation and instructional planning days before teachers begin teaching in the classroom.

Stakeholders and their role in promoting a positive school culture and environment

This year, the PBIS team added eight student members to work in collaboration with the staff PBIS team to problem solve school-wide issues as well as develop ideas to support positive behavior and attendance in school.
Additionally, 4th period teachers will spend time with their class once each week on "Project Blue", an initiative designed to build relationships between teachers and their students as well as teachers with their peers. During this time, classes will engage in team-building type activities as well as hallway competitions and class contests in order to win prizes or privileges throughout the year.

1. PBIS Faculty Members: The Sunshine Cart: The PBIS team fills a cart with small snacks and
drinks and circulates through all the buildings, spreading cheer to the faculty and staff with their snacks, drinks,
and smiles.
2. Business Partners: Donate cash to PBIS when the entire faculty and staff inserts their business logo on the
bottom of their school e-mail signatures.
3. The local community church donates their time and resources to improve the appearance of the landscaping
on campus. They pull weeds, and donate and spread mulch. They also prepare or purchase meals for the sports teams.
4. PBIS Faculty Members organize quarterly Award Ceremonies in which parents are always invited.
5. The principal and his administrative staff cook breakfast for the faculty and staff on the first day of pre-planning.
6. The school provides an orientation for new teachers and ongoing support from an assigned mentor and lead
mentor teacher throughout the school year.
7. The leadership team actively solicits staff feedback on school-wide procedures and creates leadership opportunities for teachers.
8. Prestigious Panther Awards are submitted for faculty members that go above and beyond. These are submitted by peers and read aloud at monthly faculty meetings. Teachers who receive a Prestigious Panther
Award also receive a candy bar.
9. CHAMPION AWARD is given to a teacher nominated by their colleagues who serves as a CHAMPION for our students, one who will never give up on them and understands the power of connection and insists they become the best they can possibly be! This recognition is inspired by the Rita Pierson's Ted Talk - "Every Kid Needs a Champion"! Award recipients receive a trophy, certificate of achievement (signed by our Principal), a GOLD Card from Cracker Barrel (good for Dinner for 2 – entrees, desserts, & drinks included) and 2 movie passes.