

Heritage Middle School

1001 PARNELL CT, Deltona, FL 32738

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	I	B	B	A*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Heritage Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

At Heritage we strive to help every student reach his or her fullest potential. Teachers, students, and parents work together to influence students to be critical thinkers as well as respectable citizens in our community.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

On August 2nd, incoming 6th grade students participate in WEB (Welcome Everybody) at which they complete team building activities, become acquainted with the school, and pick up their schedules. This assists the new 6th graders in orienting themselves to the campus and staff members and allows for a smoother transition. On November 5th, Heritage will host a Family Fun Night which includes games, activities, and contests for students, parents, teachers, and community members. Business partners and clubs are invited to set up tables and booths to share information. Students and teachers have the opportunity to interact outside of the classroom and build rapport. Each school year, Heritage celebrates various activities on campus to support Hispanic Heritage Month and Black History Month. Heritage also hosts a Family Center Parent Involvement breakfast every month offering training and activities to parents and students of all backgrounds to develop strong family and school relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Before and after school, administrators, identified teachers, campus advisers, and the SRO supervise the campus to assure safety.

The PBIS (Positive Behavior Intervention Support) continues to support a motivating learning environment by teaching and supporting the following initiatives for the 2018-19 school year:

- PBIS is committed to supporting an environment of respect and rapport amongst all teachers, staff and students (supports SIP goal) are needed
- Expectations and Rules are clearly defined and posted for specific settings (setting where data suggest rules)
- A system of rewards has elements that are implemented consistently across campus

Students also have access to grade-level school counselors who provide small group counseling and individual counseling.

Heritage follows the school and district safety and security policies and procedures. Heritage participates in a yearly district audit consisting of 63 security standards ranging from fire safety and

intruders on campus to child awareness and student supervision. A security team conducts fire, severe weather, hazardous materials, and bomb threat drills to practice procedures. A safety team conducts quarterly meetings to review safety concerns on campus in relation to facilities, procedures, etc.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Instructional time is a high priority at Heritage and is protected in a variety of ways. All Heritage teachers are trained in CHAMPs, which establishes protocols for when the student should talk, move around the room, request help, and understand appropriate participation during a variety of classroom activities. Training is offered in student engagement strategies where teachers learn a variety of strategies to keep students actively engaged while learning the subject. Further, every teacher follows a uniform tardy and discipline policy, which are posted in each classroom. Teachers and students alike are trained each year on the "Heritage Way," which includes some common practices for the Heritage campus, including: "Walk and talk" (to keep students moving in between classes), "Use kind words," and "Arrive on time." Heritage also adheres to the 10/10 rule, which means that students are not allowed to leave class during the critical first and last ten minutes of class. This year teachers are consistently limiting personal passes to protect instructional time.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Heritage utilizes a rotating system for its guidance counselors so that a counselor moves with the group of students through 6th, 7th and 8th grade. This ensures the counselors to know the students and parents in a more authentic way. Also, 7th and 8th graders are invited to VCS's Career Exploration Fair. 8th graders also have a component of career planning in their US History class. Finally, all students have access to individual and group counseling as there is one guidance counselor per grade level. The counseling department hosts a "Friendship" week promoting healthy friendships. The Family Center holds a Friendship Social on September 26th where students can meet and interact with new friends.

Volusia County Sheriff Department will also be sponsoring YES, an after school mentoring program for at risk young men or women. Boys will meet on Tuesdays and boys will meet on Thursdays after school where students will participate in character lessons, activities and field trips that may support learning or may be purely fun.

Heritage has a Dean of Student Relations whose primary focus is the climate and culture of the school. Specifically, she has been trained in Restorative Practices. A cadre of five teachers has been created to practice Restorative Practice circles in the classrooms before the full faculty is trained this summer for a fall roll out.

Heritage also has a Social Emotional Learning expert who visits one teacher every Friday to teacher about "Values." She is helping students understand the important of values and holding them up high. Further, students are taught to make good choices, initiate good relationships, and regulate their feelings. The SEL expert is also initiating a club "Climate Crew." The purpose of the club is to promote togetherness, kindness, and acceptance. The club will work on school activities so that the school is welcoming for all.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Heritage Middle School accesses the early warning systems report on a quarterly basis. The indicators are as follows:

- Course failure in ELA or mathematics
- Attendance below 90% (including OSS)
- YTD suspensions of 1 or more
- Level 1 on statewide assessments in ELA or mathematics

Any student who meets at least 2 of these will be identified as a student in the Early Warning System report. Parents are invited to a meeting at the school to learn about the EWS system, its indicators, and the strategies and opportunities available to assist students in being successful and overcoming these barriers to success.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level											Total
	K	1	2	3	4	5	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to determine school-wide trends which impact academic performance of students at Heritage. The indicators that appear to be the most crucial become the school's focus for intervention efforts. These areas are regularly discussed during school leadership meetings and Professional Learning Communities where data is considered and analyzed and research based interventions are developed to address areas of concerns.

The following are interventions that are used at Heritage to address specified concerns at the school:

Properly formative assessing students at all times is key. This allows teachers to know where the students are at all times and there should be no surprises. Teachers are available at lunch for tutoring and/or remediation and will sometimes contact parents to have them dropped off in the mornings for a more quiet atmosphere to help them individually. Some times offer help after school. Timely feedback is also an important component as well. Papers needed to be graded and returned within a 24 hour period if possible.

Heritage continually offers professional development on topics such as formative assessments,

engaging students in the classroom, ESE compliance and support. (list others)

This year Heritage has a Critical Thinking/Learning Strategies class that will address some of the needs that at risk students have.

The Dean of Student Relations will be interacting with EWS students (particularly those with high numbers of referrals and those with high numbers of absences) in order to give them one more person who is monitoring their progress.

Continuous review of the Early Warning System report allows the school team to determine if interventions are successful in areas of concern. For students exhibiting continued difficulty beyond the systems in place at Heritage, they are referred to the school's Problem Solving Team (PST) and the parent is always invited in order to develop individual interventions that can be implemented and monitored.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Maintain Five Star School status by maintaining or increasing levels of parent involvement in school activities, including parent/teacher conferences, attendance at after-school events (concerts, family nights, etc.)

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Heritage maintains an excellent rapport with several local businesses who have donated goods, time, and resources. The school offers reciprocal recognition by hosting a Volunteer Breakfast in May. Lowe's provided discounts on supplies for the school Beautification Project. Lowe's received a thank you letter and a copy of the article and photo in the local newspaper as a thank you. Also, business partners are invited to set up tables and distribute goodies as well as gain exposure at the school's Family Fun Night in November. Heritage provides advertising on our school's website and other events. Heritage also hosts a monthly Family Center Parent Involvement breakfast where community members and business partners play an active part in speaking or making donations and the coordinator of the Family Center always presents the speaker a plaque or other recognition for their time. Heritage uses newsletters, Parent Portal, Connect Ed (mass phone messaging), Remind, and our online Gradebook to aid in the communication between home and school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Stemberger LaRuss, Rosemary	Dean
Dunaway, Greg	Teacher, K-12
Doran, Elizabeth	Teacher, K-12
Holland, John	Teacher, K-12
VAUGHAN, THOMAS	Principal
Manuel, Michelle	Instructional Coach
Atkinson, Jami	Instructional Coach
Fidance, Nick	Assistant Principal
Coll, Jennifer	Instructional Coach
Hemke, Kim	Teacher, ESE
Jenkins, Becky	Instructional Media
Glaspie, Holly	Instructional Coach
Owens, Stephanie	Assistant Principal
Hauser, Shannon	Teacher, K-12
Mack, Maureen	Teacher, K-12
Stewart, Jennifer	Teacher, ESE
Holland, Allison	Other
Rayburn, Brenda	Teacher, K-12
Robinson, Pamela	Assistant Principal
Kauffman, Kara	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school based leadership team identifies needs and resources to determine how to best support the students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine instructional priorities at Heritage. As the school's key instructional leader, the principal communicates a vision for student achievement and guides the team's work. Each member of the SLT is representative of another school team (LLT, PST, PLC) and serves as a liaison.

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

The principal

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rosemary Stemberger LaRussa	Teacher
Sona Pina	Education Support Employee
Thomas Vaughan	Principal
Jennifer Buchanan	Parent
Angela Moore	Parent
Brenda Rayburn	Teacher
Sunshine Bush	Parent
Elizabeth Bidwell	Teacher
Kelly Burrow	Parent
Deon Campbell	Student
Katie Barrios	Student
	Student
Jacqueline Calfield	Parent
Jane Corlett	Teacher
Desiree Delgao	Parent
	Student
Staci Hahn	Teacher
Beverley Hibbert	Parent
Scott Martucci	Business/Community
Amanda Mullins	Parent
	Student
Nelly Pagan	Parent
Marie Sallade	Parent
Jamie Scarola	Teacher
Amanda Silva	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to evaluate the effectiveness of last year's School Improvement Plan, the School Leadership Team met for Step Zero in May. A subgroup of our School Leadership Team met in June. The same group met again later in the month to further collaborate and solidify our plan for the 2018-19 school year. When new data was released, the administrative team studied the data and tweaked the plan.

b. Development of this school improvement plan

A subgroup of our School Leadership Team met in June at the Leadership Retreat. The same group met again later in the month to further collaborate and solidify our plan for the 2017-18 school year. Our School Leadership Team then shared results with the faculty during pre-planning. During the August meeting, Mr. Vaughan discussed the barriers and the SIP goal as well as our vision for the year: to focus on collective efficacy, the language of learning in regards to standards-aligned instruction, and respect and rapport campus-wide.

In September, SAC members were given the opportunity to review the plan and provide input. At the October meeting, SAC provided input and asked questions about the plan and voted to approve it.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input with SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings by the principal.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds are allocated based on requests made by faculty and staff for projects related to the school improvement goal. These requests are accepted four times per year and evaluated and approved by SAC.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
VAUGHAN, THOMAS	Principal
Manuel, Michelle	Instructional Coach
Gaspie, Holly	Instructional Coach
Stemberger LaRuss, Rosemary	Dean
Lachman, Sarah	Teacher, K-12
Rayburn, Brenda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Reading and Language Arts departments' focus for this year is to hone in on data-driven instruction, interventions for "can't do" vs. "won't do" students, learning and practice new PLC protocol, and utilizing student work to analyze common formative assessment. Reading and Language Arts continue to support each by continuously immersing in the Florida Standards when planning units.

The Literacy Leadership Team meets at least twice a year in an effort to promote Common Language that ELA classes have begun to use and the "Heritage Helper." This is a student reference book that is used in ELA classes.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities: Grade level PLCs meet once per week to reflect on and plan units of study. Also, PLCs discuss and analyze data to assure maximum student learning.

Department meetings are also held once per month to ensure that collaboration is taking place among the grade levels.

Heritage currently has four instructional coaches to support, direct, and assist teachers in each academic department.

This year, Heritage started a Sunshine Committee to further support respect and rapport on campus among staff. The group will be planning monthly off campus get togethers, celebrating milestones of staff members, and planning celebratory events, and hosting random deeds of care.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Heritage administration, coaches, and instructional leaders participate in the district job fair to secure quality educators.

School based and district leadership opportunities are provided for teachers. Administration and the School Leadership Team develop quality professional learning that supports the SIP.. All teachers participate in PLC activities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers in their first year of teaching or their first year in this county will participate in the Teacher Induction Program. This allows the new teacher to attend an orientation and a support session prior to the teacher preplanning week. These teachers are provided a building level administrator to support them. First year beginning teachers will receive a Peer Assistance and Review Teacher mentor (PAR). The PAR teacher works with each new teacher to assist with the development of each new teacher's Deliberate Practice Plan. Additionally, PAR mentor teachers conduct regular classroom observations (walk throughs and full period observations) to provide instructional support to new teachers. Further, administrators host monthly meetings "New Eagle" meetings where new teachers meet and are provided support in their new career. Also, the ERPL that will take place for new teachers specifically targets their needs in the classroom as new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each department's members are accountable to an instructional coach who leads the group in following the curriculum map and planning common goals and objectives. Professional Learning Communities create formative and summative assessments that align with the county curriculum map and state standards. SEE MICK MANUEL OR MR. VAUGHAN

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Heritage each teacher keeps documentation of and tracks the data from state, district, and classroom assessments. PLCs meet weekly and collaborate on progress made or the lack thereof and plans future instruction accordingly. Further, the lower quartile of students in each subject is tracked and monitored and interventions are in place to assure success for these students. PLCs also identify students to be recommended for Problem Solving Team (PST).

Also, department meetings are held to review student data and address specific academic concerns across the grade levels. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

Heritage also uses academic coaches to support teaches during regular school days as well as professional learning days. Instructional reviews, administrative walk-throughs, and academic coaches provide feedback to teachers on what is being seen in the classroom. Exemplary teachers are noted with many volunteering for new teachers or teachers in training to observe their classrooms.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 9,600

Teachers to tutor students during lunch and before and after school. Further, teachers collaborate with PLCs on a weekly basis before or after school. Heritage is currently offering after school tutoring to students in need

Strategy Rationale

Teachers have identified the lower quartile and students with exceptions and these strategies are taken to assure success for these students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Manuel, Michelle, mmanuel@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All teachers document standardized test data and PLCs are regularly meeting to discuss formative and summative data. Also, all core teachers have data chats with academic coaches after each administration of testing. These conversations drive instruction each quarter.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Heritage held a Middle School Expo Heritage holds a 5th Grade Night in May to help students transition from elementary to middle school. This allows students to see the school campus and observe the performing arts that are offered as well as learn about the expectations of the school.

8th graders register for high school courses through guidance and are invited to attend an Exploration Fair in order to see what programs the high schools have to offer and allow 8th graders to make an informed decision about what high school they will attend. Students attend a meeting special for rising freshmen to determine their classes for their first year of high school.

Representatives from DeLand High School International Baccalaureate Program meet with 8th graders informing them about the IB program for high achieving students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The guidance department handles course selection & placement for the upcoming school year. The 8th grade counselor provides information regarding high school course planning, graduation options, academy acceptance, and college & career exploration and preparation. 8th grade teachers also give recommendations concerning courses for the upcoming freshman year. Heritage currently has

several courses that allow students to earn high school credits (Digital Information Technology, Algebra I Honors, Geometry Honors).

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Heritage offers Digital Information Technology to students who select this course as an elective. Students may earn certification in Word, Excel, and Power Point and college as well as high school credit

Heritage offers Science Technology Engineering Math (STEM) program as an elective class. Students have an opportunity to study various concepts and participate in labs on a rotating basis. Students study Lights and Lasers, Applied Physics, Flight Technology, Geometric Packing, Rocketry and Space, Future Fuels, Engineering Bridges, Astronomy, Carbon Footprint, Forces, Changing Oceans, Energy-Power Mechanics, Graphic Communication, Robotics, and Forensic Science.

As part of the middle school re-design, Heritage Middle School is offering literacy-based electives in lieu of core reading courses and include the following:

Creative Writing
Cultural Studies
Speech and Debate

These courses are aligned to the literacy standards as outlined in the Florida Standards and focus on the integration of complex text.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

8th grade counselors have a career unit through the history classes.

Students who take Digital Information Technology learn information technology concepts and careers as well as the impact information technology has on the world, people and industry and basic web design concepts. The content includes informational technology career research, operating systems and software application, electronic communications including email and internet services, basic HTML, DHTML, and JavaScript web commands and design. Students are offered certification in Microsoft Word, Power Point, and Excel 2016.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

-High School Showcase
-DIT
-STEM
-Student Council

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase. **1a**

 G099566

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Collaborative Teachers	5.0
5Es Score: Collective Responsibility	5.0
FSA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
FSA Science Achievement	75.0

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Eduphoria
- Data Warehouse
- Data rooms
- Coaches, ALT leaders, instructional leaders
- Administration
- Vertical articulation

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase. 1

G099566

G1.B1 Lack of knowledge 2

B268139

G1.B1.S1 Implement systematic practices to assure effective instruction at Heritage. 4

S284008

Strategy Rationale

To provide effective instruction at Heritage.

Action Step 1 5

Analyze relevant data and the Systematic Practices for School Improvement reflection to identify areas of strength and areas of weakness; then prioritize areas of focus.

Person Responsible

THOMAS VAUGHAN

Schedule

On 5/23/2018

Evidence of Completion

Agenda, SIP meeting minutes, chart paper (that disappeared)

Action Step 2 5

Develop a plan of action for professional learning and systematic practices including framework for implementation.

Person Responsible

THOMAS VAUGHAN

Schedule

Semiannually, from 6/5/2018 to 6/14/2018

Evidence of Completion

ERPL plan of action, calendar

Action Step 3 5

Communicate SIP plan to staff with a one page synopsis and charge departments to write or adopt their own action step to provide input to the SIP plan.

Person Responsible

THOMAS VAUGHAN

Schedule

On 8/17/2018

Evidence of Completion

emails

Action Step 4 5

Teachers participate in district content sessions supporting implementation of standards-aligned instruction.

Person Responsible

THOMAS VAUGHAN

Schedule

Every 6 Weeks, from 9/17/2018 to 2/27/2019

Evidence of Completion

sign-in sheets, data collection tools from walk throughs, lesson plans

Action Step 5 5

Coach and administration will provide observations and ongoing data feedback using data collection tool to support SEL goals, PL implementation, and effective instruction

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/23/2018 to 5/10/2019

Evidence of Completion

IPGs and modified collection tools

Action Step 6 5

Provide professional learning for all teachers concerning students with exceptionalities (various disabilities, instructional methods, awareness activities, etc.)

Person Responsible

Stephanie Owens

Schedule

On 9/12/2018

Evidence of Completion

sign-in sheets, Data Day and PLC agendas, coaching documentation

Action Step 7 5

Instruct all teachers in appropriate policies and procedures for monitoring individual student progress, to include grading testing, and data collection.

Person Responsible

Stephanie Owens

Schedule

On 9/12/2018

Evidence of Completion

sign-in sheets, Gradebook, Lesson plans, PLC notes

Action Step 8 5

Provide training in selecting and adapting curricula and instructional methods, infusing technology when appropriate to meet individual student needs???

Person Responsible

Stephanie Owens

Schedule

On 9/12/2018

Evidence of Completion

Lesson plans, PL agendas and notes, data walk collection tools

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

SIP progress monitoring meetings

Person Responsible

THOMAS VAUGHAN

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

SIP meeting minutes, chart paper notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

District Interim Assessments

Person Responsible

THOMAS VAUGHAN

Schedule

Quarterly, from 10/1/2017 to 4/28/2018

Evidence of Completion

DIA scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

End of Course Exams

Person Responsible

THOMAS VAUGHAN

Schedule

On 4/28/2087

Evidence of Completion

EOC Passing rate.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

FSA Scores for ELA, Math, Science

Person Responsible

THOMAS VAUGHAN

Schedule

On 5/26/2018

Evidence of Completion

Student achievement on 2018 FSA in ELA, Math, and Science compared to 2016 FSA

G1.B1.S2 Refine highly effective PLCs which follow an intentional cycle to improve knowledge an implementation of instructional practice to increase student performance. 4

S284009

Strategy Rationale

To increase communication and effectiveness of PLC time.

Action Step 1 5

Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC meetings and define and review Collective Teacher Efficacy.

Person Responsible

Michelle Manuel

Schedule

Weekly, from 8/22/2017 to 8/22/2018

Evidence of Completion

PLC team minutes, sign-in sheets, training agenda

Action Step 2 5

Facilitate sharing and planning sessions for teachers to examine the available resources and assure planned student tasks meet the depth of the standard.

Person Responsible

Michelle Manuel

Schedule

Evidence of Completion

Action Step 3 5

Teachers will learn, display and use the common language of "Learning Intention" and "Success Criteria" and SEL monthly focus.

Person Responsible

Brenda Rayburn

Schedule

Quarterly, from 8/15/2018 to 5/10/2019

Evidence of Completion

observation, data collection tools

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

district interim assessments

Person Responsible

THOMAS VAUGHAN

Schedule

Quarterly, from 10/1/2017 to 5/31/2018

Evidence of Completion

DIA scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

End of Course exams

Person Responsible

THOMAS VAUGHAN

Schedule

On 4/28/2018

Evidence of Completion

EOC passing rate

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

FSA Scores for ELA, Math, Science

Person Responsible

THOMAS VAUGHAN

Schedule

On 5/26/2018

Evidence of Completion

student achievement on 2017 FSA in ELA, math, and science compared to 2016 FSA

G1.B1.S3 Plan opportunities to incorporate Social Emotional Learning in the middle school experience.

4

S284010

Strategy Rationale

To create an environment where students feel safe, secure, and supported by the staff and peers.

Action Step 1 5

Institute mentoring program for at-risk students.

Person Responsible

THOMAS VAUGHAN

Schedule

Weekly, from 9/11/2017 to 5/10/2019

Evidence of Completion

?

Action Step 2 5

Teachers and staff will follow a prescribed plan during the first week of school to orient students to expectations and procedures at Heritage.

Person Responsible

Nick Fidance

Schedule

Every 2 Months, from 8/14/2017 to 8/15/2018

Evidence of Completion

Power point, lesson plans

Action Step 3 5

Orientation will include a secondary portion of grade level assemblies to teach respect and rapport and school-wide expectations.

Person Responsible

Shannon Hauser

Schedule

On 9/19/2018

Evidence of Completion

Power point, student attendance roster

Action Step 4 5

Development an environment of respect and rapport, by inviting students to participate in school-wide projects.

Person Responsible

Rosemary Stemberger LaRuss

Schedule

Semiannually, from 6/23/2018 to 5/10/2019

Evidence of Completion

news articles, flyers, sign-in sheets

Action Step 5 5

Foster parent involvement by education them on middle school practices such as Gradebook, FSA levels, remediation policy, homework policy, grading policy, inclusion, SEL strategies, behavior expectations.

Person Responsible

Michelle Manuel

Schedule

Quarterly, from 8/2/2018 to 3/29/2019

Evidence of Completion

sign-in sheets, invitation flyers, Connect ed messages

Action Step 6 5

Survey students quarterly to identify social emotional growth and areas of concern.

Person Responsible

Brenda Rayburn

Schedule

Quarterly, from 8/27/2018 to 5/10/2019

Evidence of Completion

student survey data, ELA attendance records

Action Step 7 5

Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to handle conflict in the classroom.

Person Responsible

Nick Fidance

Schedule

On 10/10/2018

Evidence of Completion

sign-in sheets, agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PLC minutes

Person Responsible

THOMAS VAUGHAN

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

DPP learning cycles to reflect the 5 R's

Person Responsible

THOMAS VAUGHAN

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

DPP with VSET cycle 2A and 2B

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Learning Walk Data

Person Responsible

THOMAS VAUGHAN

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

IPG collection Data; data walk evidence to reflect respect and rapport

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

District Interim Assessments

Person Responsible

THOMAS VAUGHAN

Schedule

Quarterly, from 10/1/2017 to 5/31/2018

Evidence of Completion

DIA scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

End of Course Exams

Person Responsible

THOMAS VAUGHAN

Schedule

On 4/28/2018

Evidence of Completion

EOC passing rate

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FSA scores for ELA, Math, Science

Person Responsible

THOMAS VAUGHAN

Schedule

On 5/28/2018

Evidence of Completion

Student achievement on 2018 FSA in ELA, Math, and science

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Domain 2A within Charlotte Danielson Framework as outlined in Volusia System for Empowering Teachers

Person Responsible

THOMAS VAUGHAN

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Domain 2A overall ratings for faculty as outlined in VSET

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Heritage Middle School develops systems which support collective efficacy in an environment of respect and rapport while implementing effective instruction, then student performance will increase.

G1.B1 Lack of knowledge

G1.B1.S1 Implement systematic practices to assure effective instruction at Heritage.

PD Opportunity 1

Teachers participate in district content sessions supporting implementation of standards-aligned instruction.

Facilitator

Mick Manuel, Jennifer Coll, Jami Atkinson, Holly Glaspie

Participants

all teachers

Schedule

Every 6 Weeks, from 9/17/2018 to 2/27/2019

PD Opportunity 2

Provide professional learning for all teachers concerning students with exceptionalities (various disabilities, instructional methods, awareness activities, etc.)

Facilitator

Dr. Owens

Participants

all teachers

Schedule

On 9/12/2018

PD Opportunity 3

Instruct all teachers in appropriate policies and procedures for monitoring individual student progress, to include grading testing, and data collection.

Facilitator

Dr.Owens

Participants

all teachers

Schedule

On 9/12/2018

PD Opportunity 4

Provide training in selecting and adapting curricula and instructional methods, infusing technology when appropriate to meet individual student needs???

Facilitator

Dr. Owens

Participants

all teachers

Schedule

On 9/12/2018

G1.B1.S2 Refine highly effective PLCs which follow an intentional cycle to improve knowledge an implementation of instructional practice to increase student performance.

PD Opportunity 1

Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC meetings and define and review Collective Teacher Efficacy.

Facilitator

Ms. Manuel, Ms. Rayburn

Participants

all teachers

Schedule

Weekly, from 8/22/2017 to 8/22/2018

PD Opportunity 2

Facilitate sharing and planning sessions for teachers to examine the available resources and assure planned student tasks meet the depth of the standard.

Facilitator

Ms.Manuel, Ms. Coll, Ms. Atkinson, Ms. Glaspie

Participants

all teachers by subject

Schedule

PD Opportunity 3

Teachers will learn, display and use the common language of "Learning Intention" and "Success Criteria" and SEL monthly focus.

Facilitator

Ms. Hauser, Ms. Rayburn

Participants

all teachers

Schedule

Quarterly, from 8/15/2018 to 5/10/2019

G1.B1.S3 Plan opportunities to incorporate Social Emotional Learning in the middle school experience.

PD Opportunity 1

Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to handle conflict in the classroom.

Facilitator

Dr. Ellzey

Participants

all teachers

Schedule

On 10/10/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Analyze relevant data and the Systematic Practices for School Improvement reflection to identify areas of strength and areas of weakness; then prioritize areas of focus.				\$0.00
2	G1.B1.S1.A2	Develop a plan of action for professional learning and systematic practices including framework for implementation.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Thinking Maps Training and materials updates for veteran and new teachers to reading/ELA and science in grades 6-8. Common visual language and cognitive strategies.</i>			
3	G1.B1.S1.A3	Communicate SIP plan to staff with a one page synopsis and charge departments to write or adopt their own action step to provide input to the SIP plan.				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		140-Substitute Teachers	7771 - Heritage Middle School	Title, I Part A		\$40,000.00
			<i>Notes: SLT will monitor subject area district assessments quarterly to increase the percentage of students meeting proficiency. funding will provide substitutes for coverage to allow teachers to participate in Learning Walks, and PL events such as Lesson Study. Substitutes will also provide coverage for teachers for quarterly data review.</i>			
4	G1.B1.S1.A4	Teachers participate in district content sessions supporting implementation of standards-aligned instruction.				\$45,668.78
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$6,000.00
			<i>Notes: STEM supplies: classroom resources that support STEM Learning strategies for students in grades 6-8.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$30,000.00
			<i>Notes: Texas Instruments; Inspire equipment for grades 6-8 with focus on STEM.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$6,668.78
			<i>Notes: Aleks program for grades 6-8 with math focus.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$3,000.00
			<i>Notes: USA Test Prep grades 6-8 with ELA focus.</i>			

5	G1.B1.S1.A5	Coach and administration will provide observations and ongoing data feedback using data collection tool to support SEL goals, PL implementation, and effective instruction				\$0.00
6	G1.B1.S1.A6	Provide professional learning for all teachers concerning students with exceptionalities (various disabilities, instructional methods, awareness activities, etc.)				\$0.00
7	G1.B1.S1.A7	Instruct all teachers in appropriate policies and procedures for monitoring individual student progress, to include grading testing, and data collection.				\$0.00
8	G1.B1.S1.A8	Provide training in selecting and adapting curricula and instructional methods, infusing technology when appropriate to meet individual student needs???				\$0.00
9	G1.B1.S2.A1	Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC meetings and define and review Collective Teacher Efficacy.				\$0.00
10	G1.B1.S2.A2	Facilitate sharing and planning sessions for teachers to examine the available resources and assure planned student tasks meet the depth of the standard.				\$0.00
11	G1.B1.S2.A3	Teachers will learn, display and use the common language of "Learning Intention" and "Success Criteria" and SEL monthly focus.				\$0.00
12	G1.B1.S2.A4					\$0.00
13	G1.B1.S3.A1	Institute mentoring program for at-risk students.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		140-Substitute Teachers	7771 - Heritage Middle School	Title, I Part A		\$10,000.00
			<i>Notes: substitutes will provide coverage for teachers for PL events for Social/Emotional Learning Program.</i>			
14	G1.B1.S3.A2	Teachers and staff will follow a prescribed plan during the first week of school to orient students to expectations and procedures at Heritage.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$15,000.00
			<i>Notes: IMOM/ Pro Dad meetings: Students in grades 6-8 and their parents with a focus on communication between family members and school.</i>			
			7771 - Heritage Middle School	Title, I Part A		\$5,000.00
			<i>Notes: 6th Grade WEB program supplies and materials.</i>			
15	G1.B1.S3.A3	Orientation will include a secondary portion of grade level assemblies to teach respect and rapport and school-wide expectations.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7771 - Heritage Middle School	Title, I Part A		\$4,500.00
			<i>Notes: Ronc Clark-inspired positive reinforcement program materials and supplies.</i>			

16	G1.B1.S3.A4	Development an environment of respect and rapport, by inviting students to participate in school-wide projects.	\$0.00
17	G1.B1.S3.A5	Foster parent involvement by education them on middle school practices such as Gradebook, FSA levels, remediation policy, homework policy, grading policy, inclusion, SEL strategies, behavior expectations.	\$0.00
18	G1.B1.S3.A6	Survey students quarterly to identify social emotional growth and areas of concern.	\$0.00
19	G1.B1.S3.A7	Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to handle conflict in the classroom.	\$0.00
Total:			\$130,168.78

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B1.S1.MA5 M421608	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A2 A386294	Facilitate sharing and planning sessions for teachers to examine the available resources and assure...	Manuel, Michelle	No Start Date		No End Date quarterly
G1.B1.S2.A4 A386296	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M417533	District Interim Assessments	VAUGHAN, THOMAS	10/1/2017	DIA scores	4/28/2018 quarterly
G1.B1.S2.MA6 M417541	End of Course exams	VAUGHAN, THOMAS	4/28/2018	EOC passing rate	4/28/2018 one-time
G1.B1.S3.MA6 M417548	End of Course Exams	VAUGHAN, THOMAS	4/28/2018	EOC passing rate	4/28/2018 one-time
G1.B1.S1.A1 A383416	Analyze relevant data and the Systematic Practices for School Improvement reflection to identify...	VAUGHAN, THOMAS	5/23/2018	Agenda, SIP meeting minutes, chart paper (that disappeared)	5/23/2018 one-time
G1.B1.S1.MA5 M417535	FSA Scores for ELA, Math, Science	VAUGHAN, THOMAS	5/26/2018	Student achievement on 2018 FSA in ELA, Math, and Science compared to 2016 FSA	5/26/2018 one-time
G1.B1.S2.MA7 M417542	FSA Scores for ELA, Math, Science	VAUGHAN, THOMAS	5/26/2018	student achievement on 2017 FSA in ELA, math, and science compared to 2016 FSA	5/26/2018 one-time
G1.B1.S3.MA7 M417549	FSA scores for ELA, Math, Science	VAUGHAN, THOMAS	5/26/2018	Student achievement on 2018 FSA in ELA, Math, and science	5/28/2018 one-time
G1.B1.S1.MA1 M417539	SIP progress monitoring meetings	VAUGHAN, THOMAS	8/14/2017	SIP meeting minutes, chart paper notes	5/31/2018 daily
G1.B1.S2.MA1 M417540	district interim assessments	VAUGHAN, THOMAS	10/1/2017	DIA scores	5/31/2018 quarterly
G1.B1.S3.MA1 M417547	District Interim Assessments	VAUGHAN, THOMAS	10/1/2017	DIA scores	5/31/2018 quarterly
G1.B1.S3.MA7 M417550	Domain 2A within Charlotte Danielson Framework as outlined in Volusia System for Empowering Teachers	VAUGHAN, THOMAS	8/14/2017	Domain 2A overall ratings for faculty as outlined in VSET	5/31/2018 quarterly
G1.B1.S3.MA1 M417551	PLC minutes	VAUGHAN, THOMAS	8/14/2017	PLC minutes	5/31/2018 weekly
G1.B1.S3.MA2 M417552	DPP learning cycles to reflect the 5 R's	VAUGHAN, THOMAS	8/14/2017	DPP with VSET cycle 2A and 2B	5/31/2018 annually
G1.B1.S3.MA3 M417553	Learning Walk Data	VAUGHAN, THOMAS	8/14/2017	IPG collection Data; data walk evidence to reflect respect and rapport	5/31/2018 quarterly
G1.B1.S1.A2 A383418	Develop a plan of action for professional learning and systematic practices including framework for...	VAUGHAN, THOMAS	6/5/2018	ERPL plan of action, calendar	6/14/2018 semiannually
G1.B1.S3.A2 A383429	Teachers and staff will follow a prescribed plan during the first week of school to orient students...	Fidance, Nick	8/14/2017	Power point, lesson plans	8/15/2018 every-2-months
G1.B1.S1.A3 A383421	Communicate SIP plan to staff with a one page synopsis and charge departments to write or adopt...	VAUGHAN, THOMAS	8/9/2018	emails	8/17/2018 one-time

Volusia - 7771 - Heritage Middle School - 2018-19 SIP
Heritage Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1 A383423	Utilize Solution Tree's four essential questions as the primary focus of discussion in weekly PLC...	Manuel, Michelle	8/22/2017	PLC team minutes, sign-in sheets, training agenda	8/22/2018 weekly
G1.B1.S1.A6 A386288	Provide professional learning for all teachers concerning students with exceptionalities (various...	Owens, Stephanie	9/12/2018	sign-in sheets, Data Day and PLC agendas, coaching documentation	9/12/2018 one-time
G1.B1.S1.A7 A386292	Instruct all teachers in appropriate policies and procedures for monitoring individual student...	Owens, Stephanie	9/12/2018	sign-in sheets, Gradebook, Lesson plans, PLC notes	9/12/2018 one-time
G1.B1.S1.A8 A386293	Provide training in selecting and adapting curricula and instructional methods, infusing technology...	Owens, Stephanie	9/12/2018	Lesson plans, PL agendas and notes, data walk collection tools	9/12/2018 one-time
G1.B1.S3.A3 A383430	Orientation will include a secondary portion of grade level assemblies to teach respect and rapport...	Hauser, Shannon	8/30/2017	Power point, student attendance roster	9/19/2018 one-time
G1.B1.S3.A7 A386300	Provide PL opportunity for teachers to learn and then implement de-escalation strategies and how to...	Fidance, Nick	10/10/2018	sign-in sheets, agenda	10/10/2018 one-time
G1.B1.S1.A4 A383422	Teachers participate in district content sessions supporting implementation of standards-aligned...	VAUGHAN, THOMAS	9/17/2018	sign-in sheets, data collection tools from walk throughs, lesson plans	2/27/2019 every-6-weeks
G1.B1.S3.A5 A386298	Foster parent involvement by education them on middle school practices such as Gradebook, FSA...	Manuel, Michelle	8/2/2018	sign-in sheets, invitation flyers, Connect ed messages	3/29/2019 quarterly
G1.B1.S1.A5 A386287	Coach and administration will provide observations and ongoing data feedback using data collection...	Manuel, Michelle	8/23/2018	IPGs and modified collection tools	5/10/2019 quarterly
G1.B1.S2.A3 A386295	Teachers will learn, display and use the common language of "Learning Intention" and "Success..."	Rayburn, Brenda	8/15/2018	observation, data collection tools	5/10/2019 quarterly
G1.B1.S3.A1 A383426	Institute mentoring program for at-risk students.	VAUGHAN, THOMAS	9/11/2017	?	5/10/2019 weekly
G1.B1.S3.A4 A386297	Development an environment of respect and rapport, by inviting students to participate in...	Stemberger LaRuss, Rosemary	6/23/2018	news articles, flyers, sign-in sheets	5/10/2019 semiannually
G1.B1.S3.A6 A386299	Survey students quarterly to identify social emotional growth and areas of concern.	Rayburn, Brenda	8/27/2018	student survey data, ELA attendance records	5/10/2019 quarterly
G1.B1.S1.MA4 M417534	End of Course Exams	VAUGHAN, THOMAS	4/28/2018	EOC Passing rate.	4/28/2087 one-time