

Brevard Public Schools

Heritage High School



2021-22 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: John Harris C

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (57%) 2017-18: B (54%) 2016-17: B (56%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Harris, John	Principal	
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..
Browning, Chris	Assistant Principal	
Dotson, Danny	Assistant Principal	
Moore, Cindy	Assistant Principal	Curriculum Contact

Demographic Information

Principal start date

Monday 7/1/2013, John Harris C

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

1

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

11

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

2,007

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

23

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

23

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	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	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

Date this data was collected or last updated

Thursday 7/15/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	479	505	489	382	1855
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	91	71	65	305
One or more suspensions	0	0	0	0	0	0	0	0	0	101	82	78	55	316
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	20	8	2	30
Course failure in Math	0	0	0	0	0	0	0	0	0	1	17	12	8	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	95	87	70	56	308
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	90	46	40	249

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	95	109	61	56	321

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	31	11	11	59

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	479	505	489	382	1855
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	91	71	65	305
One or more suspensions	0	0	0	0	0	0	0	0	0	101	82	78	55	316
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	20	8	2	30
Course failure in Math	0	0	0	0	0	0	0	0	0	1	17	12	8	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	95	87	70	56	308
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	90	46	40	249

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	95	109	61	56	321

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	21	17	20	29	87
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	31	11	11	59

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%			55%	59%	56%	51%	58%	56%
ELA Learning Gains	40%			48%	52%	51%	51%	53%	53%
ELA Lowest 25th Percentile	30%			33%	40%	42%	42%	44%	44%
Math Achievement	30%			49%	48%	51%	40%	50%	51%
Math Learning Gains	25%			47%	49%	48%	39%	46%	48%
Math Lowest 25th Percentile	22%			41%	45%	45%	34%	43%	45%
Science Achievement	49%			73%	66%	68%	67%	67%	67%
Social Studies Achievement	62%			62%	70%	73%	58%	70%	71%

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
09	2021					
	2019	60%	62%	-2%	55%	5%
Cohort Comparison						
10	2021					
	2019	47%	59%	-12%	53%	-6%
Cohort Comparison		-60%				

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	
2021						
2019	70%	66%	4%	67%	3%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	60%	71%	-11%	70%	-10%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	44%	61%	-17%	61%	-17%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	60%	-13%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

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

English Language Arts Grades 9-12: Reading Plus, Mathematics Grades 9-12 Algebra 1 and Geometry: MAP Growth

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41% / 8.1	42% / 7.9	42% / 7.6
	Economically Disadvantaged	35% / 7.6	38% / 7.4	39% / 7.1
	Students With Disabilities	38% / 5.3	46% / 4.9	36% / 4.5
	English Language Learners	0% / 3.3	0% / 3.4	0% / 2.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	218.2/ 23%	218.5/ 18%	218.9/ 7%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40% 8.7	40% 8.6	29% 7.6
	Economically Disadvantaged	33% 8.3	37% 8.3	26% 7.3
	Students With Disabilities	37% 5.3	33% 5.5	24% 4.3
	English Language Learners	0% 3.1	0% 1.8	0% 1.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	217.2/ 19%	216.3/ 18%	217/ 11%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31% 9.0	25% 8.7	25% 8.4
	Economically Disadvantaged	28% 8.8	19% 8.4	25% 8.3
	Students With Disabilities	31% 6.0	17% 5.8	14% 5.8
	English Language Learners	0% 6.8	0% 7.4	0% 6.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	224.5/ 40%	0	222.9/ 13%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		14% 8.4	17% 7.6	0% 5.7
	Economically Disadvantaged		13% 8.4	15% 7.2	0% 5.5
	Students With Disabilities		6% 5.8	8% 5.2	0% 3.6
	English Language Learners		0% 0.8	0% 1.0	0% 1.1
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		40%	0	20%
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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

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
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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	38	36	24	41	20	34	36		79	43
ELL	29	60	43	62			54	42		67	83
ASN	55	64								100	73
BLK	41	50	35	33	37	26	63	49		80	65
HSP	47	49	48	41	44	41	65	48		83	71
MUL	56	52	40	37	37		71	61		77	82
WHT	58	53	46	46	39	33	69	70		87	76
FRL	48	52	43	37	38	31	64	55		81	68

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	48
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	41
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	45
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	50
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

The ELA progress monitoring data indicates that all grade levels and subgroups were below 50% proficiency and all decreased in reading proficiency from Reading Plus Benchmark 1 to Reading Plus Benchmark 3. English Language Learners and Students with Disabilities had the greatest decline in reading proficiency.

The mathematics progress monitoring data indicates that all grade levels declined in proficiency with the MAP Growth Assessment 1 to MAP Growth Assessment 3 and all grade levels were well below the Norm Grade Level Mean RIT.

The following new action steps will be taken:

1. All English Language Arts Teachers will be committed to implementing the new curriculum and lesson plans utilizing MyPerspectives. This includes direct, explicit instruction, student collaboration and independent application.
2. All Intensive Reading Teachers will be committed to implementing the new curriculum and lesson plans utilizing Read 180 Universal and System 44 Next Generation. This includes direct, explicit instruction, small group differentiated instruction, and independent reading practice.
3. The Project Blue Literacy Initiative will be implemented, which will include all teachers utilizing common literacy and test taking strategies.
4. Students who have not met the graduation requirement of passing the 10th grade FSA ELA will be progress monitored 3 times a year utilizing the Read180 Universal Reading Comprehension Inventory. Data will be

analyzed after the 2nd progress monitoring assessment and determinations may be made for Tier 2 or Tier 3 intensive reading interventions.

5. The faculty will be committed to developing and posting learning goals everyday, during every period,

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

The 2019 data component that demonstrated the greatest need for improvement is 10th Grade English Language Arts (ELA). In 2019, 47% of the 10th grade students were performing at level 3 and above. This is a 4 point drop from the 10th grade students, during the previous school year. When looking at the cohort data in 2018, 49% of 9th grade students were performing at level 3 and above and when this same group progressed to 10th grade, 47% of these students were performing at level 3 and above.

The 2020/2021 MAP Growth Assessment indicates that 9th grade students had a 16 % decrease from assessment 1 to assessment 3. Based on the students with valid growth test scores, the 9th grade cohort has the largest population of students who still need to pass the Algebra 1 EOC. We will closely monitor this cohorts progress in Algebra 1 and their EOC results.

The 2020/2021 Reading Plus Progress Monitoring data indicates that the 10th grade students had a 11% decrease in reading proficiency, which was the largest deficiency among all grade levels. This cohort will be progress monitored 3 times a year in ELA classrooms using the district Read 180 Universal progress monitoring assessment during the 2021/2022 school year.

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

The ELA progress monitoring data is not a true reflection of the students' reading proficiency at Heritage. The same number of students were not assessed during each benchmark assessment and the E-Learners were on the honor system regarding completing the ELA progress monitoring assessment at home, which in most cases did not occur. Despite the school-wide effort to progress monitor all students who had not met the graduation requirement of passing the 10th Grade ELA FSA, the entire student body was not progress monitored, which resulted in inconsistent and inaccurate data trends.

Unlike the Reading Plus Progress Monitoring Assessment, the MAP Growth Assessment did not lend itself to web-based home access. All identified students were required to take the assessment face to face at school. This resulted in an inconsistent number of testers during all 3 progress monitoring assessments, which reflects inaccurate data trends.

In regards to the 2019 10th Grade FSA ELA data, contributing factors include inconsistent use of effective and research-based instructional strategies, student attendance and mobility, lack of individualized student writing practice with specific and immediate feedback, and inconsistent modeling of ELA item specifications.

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

The 2019 data component that showed the most improvement is 9th Grade ELA, with an 11 point increase from 2018 to 2019. The 2020 9th grade student body was the only grade level who increased in reading proficiency from Benchmark 1 to Benchmark 3 when progress monitored 3 times during the 2020-2021 school year.

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

Our school took action in assigning at-risk 9th grade students an adult mentor and in some cases, a peer mentor as well. Mentors were responsible for meeting with students twice a month and doing periodical checks on student grades, discipline referrals and attendance. In addition, if students qualified they were put in AICE General Paper, which provided them with rigorous grade level content.

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

The English Language Arts teachers will be committed to implementing the Savvas MyPerspective curriculum and lesson plans with fidelity to accelerate learning in other core subjects by utilizing the grade level text that are provided within the curriculum and teaching and utilizing close reading, building background knowledge, and vocabulary strategies that will be used in all core subject areas.

The Intensive Reading teachers will use a tailored acceleration model in which students engage in flexible groupings and in different modalities such as independent practice, small group teacher led instruction, and computer application based on their mastery of various skills.

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.

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. All English Language Arts and all Intensive Reading Teachers were provided with professional development during the summer of 2021 by the publishers of the new district adopted curriculums.
2. On-going training will be provided by the publishers of each new curriculum that was adopted during the 2021-2022 school year and the English Language Arts and Intensive Reading Resource Teachers will provide support and professional development regarding implementation of each new program.
3. Teachers will be provided with school-wide professional development regarding acceleration strategies that build knowledge and vocabulary in their content area. All teachers will be provided with 3 professional development opportunities during the semester and small group or individual coaching sessions by the Literacy Coach on an as needed basis.

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. Teachers will provide documentation of the implementation of the Project Blue Literacy Initiative during their pre-conference with their evaluating administrator.
3. Administrator walk-throughs will be utilized to give feedback to teachers.
4. Teachers will show documentation of the Visible Learning strategies and how they are impacting common

formative assessments during their PLC meetings.

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

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

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

8. The Literacy Coach and English Language Arts Chairperson will lead and conduct monthly PLC meetings to ensure the proper implementation of the new curriculum, the use of common assessments, and data analysis.

This will be monitored through PLC Agendas and meeting minutes/notes.

9. The faculty will be committed to developing and posting learning goals everyday, during every period.

10. Teachers will implement close reading and text based writing strategies with their 4th period class every Friday (Project Blue).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The directors of BPS notified administration that Heritage has the most Level 1 students in the district, (which equates to 426 students). According to the 2021 FSA ELA data, 44% of the students at Heritage are reading on grade level. Both of these data points provide a strong rationale for identifying instructional practice in ELA as a critical need area at Heritage.

Measureable Outcome: The measurable outcome will be 60% of the students at Heritage will be reading on grade level. The measurable outcome will be based on the 9th and 10th grade 2021/2022 FSA ELA data. Although this is a lofty goal from 44% to 60%, in 2019, 55% of students at Heritage were reading on grade level. The significant 10% decrease from 2019 to 2021 may be contributed to the E-Learning and lack of student school attendance.

Monitoring: This Area of Focus will be monitored through the school-wide implementation of Project Blue, which is our literacy initiative that focuses on close reading strategies, scaffolding, and text-based writing. Administration will monitor the implementation of Project Blue with Classroom Walk-Throughs, and teacher conferences. Data analysis of the HMH Reading Inventory will also be a piece of the monitoring system, which will take place 3 times a year for all students who have not met the 10th grade FSA ELA graduation requirement.

Person responsible for monitoring outcome: John Harris (harris.john@brevardschools.org)

Evidence-based Strategy: All teachers at Heritage will use close reading strategies with their students to increase comprehension and meaning of complex text. This will be done through our school-wide literacy initiative entitled "Project Blue." A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)

Rationale for Evidence-based Strategy: The rationale for selecting Close Reading strategies lies in the Florida State Standards. Adaptions have been made in the areas of English Language Arts with a big push for teachers to provide students with a more rigorous reading instruction. Many adolescent students are becoming more and more behind grade level in their reading level, and it has been understood that an extensive reading instruction program needs to be implemented as early as possible (Fisher & Frey, 2012). Through the shifts in the common core, it has been suggested that a strategy known as “close reading” should be a part of the school’s curriculum in all subject areas. Through the Florida State Standards, the reading instruction is laid out like a “staircase” and as students go through each grade level the texts become more rigorous and increases in complexity for them to be ready for the demands of their college and career. The rigorous reading has presented students with opportunities to gain a deeper understanding, however it has been concluded that many students do not know how to analyze and evaluate informational, complex text. The close reading strategy allows the students to look at the different text elements and text structures to correctly identify the purpose for reading, what the meaning is, and what the main idea could be. (Caitlin Dakin Submitted in partial fulfillment of the requirements for the degree M.S. Literacy Education Supervised by Dr. Joellen Maples School of Arts and Sciences St. John Fisher College May 2013).

Action Steps to Implement

Project Blue: School-wide literacy initiative in which all teachers teach close reading strategies and text/evidence-based writing to their students every Friday during fourth period. The lessons are scaffolded and taught with 1 piece of complex text a month.

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 student understanding. Students will be assessed monthly on the bell work skills and concepts.

Teacher: Student Data Chats: English Language Arts, Intensive Reading, and Project Blue teachers will conduct data chats with the 187 students who scored a level 3 or above in 2019 on the ELA FSA and dropped to a level 1 or 2 on the 2021 ELA FSA. All Intensive Reading Teachers will conduct data chats with every student regarding FSA reading and text-based writing scores, and the HMH Reading Inventory results.

Panther Prep: Students will be offered additional support and tutoring sessions in all core subject areas 4 days a week after school. Face to face and virtual sessions are being offered to students.

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. PLC's will be monitored through meeting agendas and notes.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Students With Disabilities was the lowest achieving subgroup in all areas for the 2019-2020 school year. In the 2018-2019 school year, students with disabilities had 19% achievement in ELA and 17% achievement in mathematics. In 2021, 207 students with disabilities took the ELA FSA out of a total population of 307 students. 79% of the students with disabilities scored a level 1 or level 2 on the 2021 ELA FSA. In 2021, 140 students with disabilities took the Algebra 1 EOC and 84% scored a level 1 or 2. These data points provide Heritage with a strong rationale to target students with disabilities as an area of focus.

Measureable Outcome:

Heritage High School would like to see improvement in FSA ELA scores and Algebra 1 EOC scores for our students with disabilities. An increase of five percentile points in FSA ELA scores and Algebra 1 EOC scores is our measurable goal for our students with disabilities. In addition, our measurable outcome for students with disabilities is to see a decrease of 20% in level 1 and 2 students in the areas of ELA and Algebra 1.

Monitoring:

Data analysis of the HMH Reading Inventory will be a piece of the monitoring system, which will take place 3 times a year for all students who have not met the 10th grade FSA ELA graduation requirement. Data analysis of the MAP Growth Assessment will also be a piece of the monitoring system, which will take place 3 times a year for all students who have not met the Algebra 1 EOC graduation requirement. The Math Department will monitor and analyze MAP Growth data and will provide intervention strategies for the students with disabilities. In addition, monthly Behavior Intervention Plans will be analyzed and monitored along with common assessments and teacher and student data chats.

Person responsible for monitoring outcome:

Danny Dotson (dotson.danny@brevardschools.org)

Evidence-based Strategy:

Heritage High School will use Social Emotional Learning (SEL) strategies within daily instructional practices. Heritage High will implement a "Home Base" for our students with disabilities. "Home Base" will be in the Social Emotional class and will be a space where students with disabilities can go for small group instruction, study skills, a time out, social emotional thinking and strategies, and daily check-ins. Students with disabilities will also participate in the implementation of Project Blue, which is our literacy initiative that focuses on close reading strategies, scaffolding, and text-based writing. Students will also have the opportunity to work in small counseling groups, small group instruction and additional face to face or virtual tutoring after school.

Rationale for Evidence-based Strategy:

The rationale for selecting Close Reading strategies lies in the Florida State Standards. Adaptions have been made in the areas of English Language Arts with a big push for teachers to provide students with a more rigorous reading instruction. Many adolescent students are becoming more and more behind grade level in their reading level, and it has been understood that an extensive reading instruction program needs to be implemented as early as possible (Fisher & Frey, 2012). Through the shifts in the standards, it has been suggested that a strategy known as "close reading" should be a part of the school's curriculum in all subject areas. 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).

Action Steps to Implement

1. Teachers will provide ongoing support to meet the mental health needs of all students and will identify and students suffering trauma.
2. Teachers will implement district mental health lessons according to the school-wide schedule that is established by administration.
3. Heritage High School will use Social Emotional Learning (SEL) strategies within daily instructional practices.
4. Heritage hired an additional ESE teacher to support our growing population of students with disabilities.
5. Home Base will be set up in the social emotional/learning strategies classroom.
6. Teachers will participate in a "refresher training session" regarding how to access PEER, how to identify their students with disabilities, and their IEP and 504 accommodations and or modifications.
7. District ESE personnel will provide training regarding information that is necessary to complete Behavior Intervention Plans.
8. Professional development opportunities will be available to teachers regarding strategies for meeting the needs of SWD, ESOL and 504 students.

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

Additional Schoolwide Improvement Priorities

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

Heritage High School's SafeSchoolForAlex.org data base numbers indicate an unusually high suspension rate for the last year this data was processed. There was a decrease in the 2019-2020 school year data, but many students were at home participating in e-learning. The 2019-2020 Suspensions per 100 students' rate was 23.27; 440 suspensions out of 1,891 students. Heritage High School's efforts to reduce these numbers incorporate a comprehensive approach with multiple interventions that include but are not limited to: Positive Behavior Intervention Support which focuses on levels 1,2 3; Multi-Tier Systems of Support; In-house mentoring for all students with multiple referrals: discipline conversations with students that work to change the students' behavior by utilizing Restorative Discipline techniques. Heritage High School will implement an In-School Suspension program utilizing Social and Emotional Learning through peer counseling and discussions about character improvement for all who participate. These programs along with a proactive and highly visible dean's office will decrease the high numbers of the past.

Part IV: Positive Culture & Environment

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

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

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

Heritage 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

Pep Rallies

Award Ceremonies (Parents are always invited and most attend)

Student of the Week

Teacher of the Week

Sunshine Cart

Hot Chocolate in the Morning

Prestigious Panther Awards for teachers

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 and computer 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 2021/2022 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 2020/2021 Youth Truth Survey data indicates that the two highest rated themes are Culture and Academic Challenge. We celebrate that our teachers are resilient and genuinely want our students to learn. 46% of the student body feel that most of the teachers don't let students give up when the work gets hard.

We are surprised that for the 2nd year in a row our lowest rated themes are Relationships and Belonging & Peer Collaboration.

The lowest rated question under the theme of Belonging & Peer Collaboration is: How often do you work with other students in your classes because your teachers ask or tell you to? Only 36% said they worked with other students in their classes in 2020 and 26% of the students said they worked with other students in their classes because teachers ask or tell them to in 2021. We contribute this decline to COVID and the social distancing regulations that were implemented in the 2020-2021 school year. Collaborative, student group work was not encouraged when COVID was at its peak and vaccinations were not available.

Our lowest rated question under the theme Relationships is: How many of your teachers make an effort to understand what your life is like outside of school? Only 14% of the students responded that this occurs with their teachers in 2021. 19% said it occurred last year in 2020. Teacher/student relationships are key to academic success: .72 influence or effect size according to John Hattie's Visible Learning research. In addition, the jigsaw strategy has an influence or effect size of 1.20 and this strategy includes students working in groups collaboratively.

The leadership team will re-evaluate Visible Learning Strategies that are being implemented in the classrooms and may request to see more peer collaborative work and evidence of positive teacher/student relationships. This will be accompanied by staff professional development.

FOR MORE ABOUT TEACHER SURVEY DATA AND PARENT SURVEY DATA - DUE TO WORD LIMITS OF THIS TEXT BOX - PLEASE SEE BOX BELOW :).

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

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 plants and maintains flowers and other foliage throughout the campus.
6. The principal and his administrative staff cook breakfast for the faculty and staff on the first day of pre-planning.
7. The school provides an orientation for new teachers and ongoing support from an assigned mentor and lead mentor teacher.
8. The leadership team actively solicits staff feedback on school-wide procedures and creates leadership opportunities for teachers.
9. 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 that receive a Prestigious Panther Award also receive a candy bar.

10. Project Blue literacy initiative offers students a school-wide reward for participating in and completing all Project Blue Lessons.

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MORE ABOUT TEACHER AND PARENT SURVEYS :)

The 2020/2021 Insight Survey data indicates that school operations is our highest scoring domain. We take pride in this, especially this being such a difficult year for teachers to establish a comfort level in their work environment. 92% of the teachers feel that the building is clean and well-maintained and 69% feel that the day-to-day operations of the school run smoothly. We celebrate that our administrative team was able to keep everything running as normal and comfortable as possible despite almost daily Covid case investigations and quarantines.

The leadership team was surprised that the domain score for Instructional Planning for Student Growth declined from 5.1 to 4.4. because we have a consistent monthly school-wide meeting schedule that allows for department meetings and PLCs (common courses). The curriculum AP and the literacy coach will review PLC processes and department chairs will ensure that common assessments are being administered and analyzed throughout the department and drive future instruction/planning.

According to the 2020/2021 Parent Survey, 91.12 of the parents feel welcome at Heritage. Some highlighted comments from the survey are:

“A parent can express their concern to the principal and receive his full attention and support to resolve a problem.”

“I am grateful for the phone messages from Dr. Harris. They are high-spirited and detailed. Also, a shout out to the teachers who use the messages from FOCUS and Google Classroom. Thanks to all of the faculty and staff at HHS!”

“Dr. Harris and Ms. Moore are consistent role models for students. We see them around school during the day but also at sporting events and concerts at night.”

The survey asks parents what Heritage can do to support and ensure that their child graduates and receives a high school diploma. Here are some of the suggestions from parents:

- Have a parent meeting with seniors at the beginning of their junior year.
- Quarterly check in with guidance counselor about progress, credit checks and updates on child's academics at the beginning of the sophomore year and each year forward
- A yearly checklist with the names of the courses and credits they satisfy would be much appreciated at the end of each year with a “Left to Complete List.”

The administrative followed up with the guidance department and many of these procedures are already in place.