Volusia County Schools

HERITAGE MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nick Fidance

ntfidanc@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

1. Leadership and Management
   - Oversee the day-to-day operations of the school, including academic programs, extracurricular activities, and student services.
   - Develop and implement school policies and procedures in line with district and state regulations².
   - Manage the school budget and allocate resources effectively.

2. Curriculum and Instruction
- Collaborate with teachers to develop and implement a rigorous and engaging curriculum.
- Monitor and evaluate the effectiveness of instructional programs and make necessary adjustments
- Provide professional development opportunities for staff to enhance their teaching skills

3. Staff Supervision and Development:
- Recruit, hire, and evaluate teachers and support staff.
- Conduct performance evaluations and provide feedback to staff.
- Foster a collaborative and supportive work environment.

4. Student Affairs:
- Address the social, emotional, and academic needs of students.
- Implement strategies to improve student performance and behavior.
- Oversee student discipline and attendance.

5. Community Engagement:
- Build and maintain relationships with parents, community members, and local organizations.
- Communicate regularly with stakeholders about school activities and achievements.
- Encourage parent and community involvement in school events and programs.

6. Continuous Improvement:
- Engage in continuous improvement efforts through planning and participation in team and committee meetings.
- Stay updated on educational trends and best practices to enhance school performance.

Leadership Team Member #2

Employee's Name
Michele Duguay

mlduguay@volusia.k12.fl.us

Position Title
Data and Curriculum Assistant Principal

Job Duties and Responsibilities

1. Administrative Support:
- Assist the principal in the overall administration of the school, including implementing policies and procedures.
- Supervise daily school activities and ensure that everything runs smoothly.

2. Staff Supervision and Development:
- Help in recruiting, hiring, and evaluating instructional and non-instructional staff.
- Provide professional development opportunities and support for teachers.

3. Student Discipline and Attendance:
- Enforce attendance rules and address disciplinary issues.
- Meet with parents to discuss student behavioral or learning problems.

4. Curriculum and Instruction:
- Participate in the development and evaluation of educational programs.
- Support the implementation of innovative instructional programs and the use of technology in teaching.

5. School Safety and Security:
- Monitor the safety and security of the school environment.
- Coordinate staff supervision of areas such as hallways and cafeterias.

6. Community Engagement:
- Maintain relationships with parents and the wider community.
- Communicate effectively with students, staff, and parents.

7. Operational Management:
- Assist in managing the school budget and resources.
- Coordinate the use of school facilities for day-to-day activities and special events.

Leadership Team Member #3

Employee's Name
Corinne Cobb

cacobb@volusia.k12.fl.us

Position Title
ESE Assistant Principal

Job Duties and Responsibilities

1. Administrative Support:
- Assist the principal in the overall administration of the school, including implementing policies and procedures.
- Supervise daily school activities and ensure that everything runs smoothly.

2. Staff Supervision and Development:
- Help in recruiting, hiring, and evaluating instructional and non-instructional staff.
- Provide professional development opportunities and support for teachers.

3. Student Discipline and Attendance:
- Enforce attendance rules and address disciplinary issues.
- Meet with parents to discuss student behavioral or learning problems.

4. Curriculum and Instruction:
- Participate in the development and evaluation of educational programs.
- Support the implementation of innovative instructional programs and the use of technology in teaching.

5. School Safety and Security:
- Monitor the safety and security of the school environment.
- Coordinate staff supervision of areas such as hallways and cafeterias.

6. Community Engagement:
- Maintain relationships with parents and the wider community.
- Communicate effectively with students, staff, and parents[2].

7. Operational Management:
- Assist in managing the school budget and resources.
- Coordinate the use of school facilities for day-to-day activities and special events.

Leadership Team Member #4

Employee's Name
Nicole Leonard

nlleonar@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

1. Administrative Support:
- Assist the principal in the overall administration of the school, including implementing policies and procedures.
- Supervise daily school activities and ensure that everything runs smoothly.

2. Staff Supervision and Development:
- Help in recruiting, hiring, and evaluating instructional and non-instructional staff.
- Provide professional development opportunities and support for teachers.

3. Student Discipline and Attendance:
- Enforce attendance rules and address disciplinary issues.
- Meet with parents to discuss student behavioral or learning problems.

4. Curriculum and Instruction:
- Participate in the development and evaluation of educational programs.
- Support the implementation of innovative instructional programs and the use of technology in teaching.

5. School Safety and Security:
- Monitor the safety and security of the school environment.
- Coordinate staff supervision of areas such as hallways and cafeterias.

6. Community Engagement:
- Maintain relationships with parents and the wider community.
- Communicate effectively with students, staff, and parents.

7. Operational Management:
- Assist in managing the school budget and resources.
- Coordinate the use of school facilities for day-to-day activities and special events.

Leadership Team Member #5

Employee's Name
Julie Comardo

JKComard@volusia.k12.fl.us

Position Title
Administrative Dean

Job Duties and Responsibilities

1. Administrative Support:
- Assist the principal in the overall administration of the school, including implementing policies and procedures.
- Supervise daily school activities and ensure that everything runs smoothly.

2. Staff Supervision and Development:
- Help in recruiting, hiring, and evaluating instructional and non-instructional staff.
- Provide professional development opportunities and support for teachers.

3. Student Discipline and Attendance:
- Enforce attendance rules and address disciplinary issues.
- Meet with parents to discuss student behavioral or learning problems.

4. Curriculum and Instruction:
- Participate in the development and evaluation of educational programs.
- Support the implementation of innovative instructional programs and the use of technology in teaching.

5. School Safety and Security:
- Monitor the safety and security of the school environment.
- Coordinate staff supervision of areas such as hallways and cafeterias.

6. Community Engagement:
- Maintain relationships with parents and the wider community.
- Communicate effectively with students, staff, and parents.

7. Operational Management:
- Assist in managing the school budget and resources.
- Coordinate the use of school facilities for day-to-day activities and special events.

Leadership Team Member #6

Employee's Name
Ursula Scott

uscott@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

An instructional coach at the middle school level plays a vital role in enhancing the quality of education by supporting teachers and improving instructional practices. Here are some of their key duties:

Teacher Support and Development

- **Professional Development**: Organizing and leading professional development sessions to introduce new teaching strategies and technologies
- **Modeling Lessons**: Demonstrating effective teaching practices in the classroom for teachers to observe and learn from.
- **Feedback and Coaching**: Providing constructive feedback and one-on-one coaching to help teachers refine their instructional techniques.

Curriculum and Instruction

- **Lesson Planning**: Assisting teachers in developing and pacing lesson plans that meet diverse student needs.
- **Data Analysis**: Analyzing student performance data to inform instructional decisions and identify areas for improvement.
- **Resource Sharing**: Researching and sharing new educational resources and evidence-based strategies for instruction and classroom management.

Collaboration and Coordination

- **Building Relationships**: Establishing strong relationships with teachers, administrators, and other staff to foster a collaborative school environment.
- **Team Meetings**: Participating in and sometimes leading team meetings to discuss instructional strategies and student progress.
- **School-Wide Initiatives**: Supporting the implementation of school-wide instructional initiatives and improvement plans.

Student Engagement and Achievement

- **Classroom Support**: Working directly with teachers to enhance student engagement and improve academic outcomes.
- **Differentiated Instruction**: Helping teachers develop and implement differentiated instruction to meet the needs of all students.
- **Assessment**: Assisting with the development and use of assessments to monitor student progress and adjust instruction accordingly.

Instructional coaches are essential in creating a supportive and effective teaching environment, ultimately leading to better student outcomes and a more cohesive school community.

Leadership Team Member #7

Employee's Name
Elizabeth Martinez

emmartin@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

An instructional coach at the middle school level plays a vital role in enhancing the quality of education by supporting teachers and improving instructional practices. Here are some of their key duties:

Teacher Support and Development

- **Professional Development**: Organizing and leading professional development sessions to introduce new teaching strategies and technologies
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Curriculum and Instruction

- **Lesson Planning**: Assisting teachers in developing and pacing lesson plans that meet diverse student needs.
- **Data Analysis**: Analyzing student performance data to inform instructional decisions and identify areas for improvement.
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Collaboration and Coordination

- **Building Relationships**: Establishing strong relationships with teachers, administrators, and other staff to foster a collaborative school environment.
- **Team Meetings**: Participating in and sometimes leading team meetings to discuss instructional strategies and student progress.
- **School-Wide Initiatives**: Supporting the implementation of school-wide instructional initiatives and improvement plans.

Student Engagement and Achievement

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Leadership Team Member #8

Employee's Name
Allison Sheridan

arsherid@volusia.k12.fl.us

Position Title
Teacher/Social Studies Department Chair

Job Duties and Responsibilities

A middle school classroom teacher has a diverse set of responsibilities aimed at fostering students' academic, social, and emotional growth. Here are some of their key duties:

Instruction and Curriculum

- **Lesson Planning**: Developing and implementing lesson plans that align with curriculum standards and cater to diverse learning styles.
- **Teaching**: Delivering engaging and interactive lessons in subjects such as mathematics, science, English language arts, and social studies.
- **Assessment**: Creating and grading tests, quizzes, projects, and assignments to evaluate student understanding and progress.

Classroom Management

- **Environment**: Establishing and maintaining a positive, inclusive, and orderly classroom environment.
- **Behavior Management**: Implementing and enforcing classroom rules and discipline policies to ensure a conducive learning atmosphere.

Student Support

- **Individualized Instruction**: Providing additional support and differentiated instruction to meet the needs of all students, including those with special needs.
- **Mentoring**: Offering guidance and support to help students navigate academic and personal challenges.

Communication and Collaboration

- **Parent Communication**: Regularly communicating with parents or guardians about their child's progress, behavior, and any concerns.
- **Collaboration**: Working with other teachers, school counselors, and administrators to support student success and address any issues.

Professional Development

- **Continuous Learning**: Participating in professional development opportunities to stay updated on the latest educational strategies and technologies1.
- **Collaboration**: Sharing best practices and collaborating with colleagues to improve instructional methods and student outcomes.

Middle school teachers play a pivotal role in shaping the educational experience and overall development of their students. They help students build a strong academic foundation while also supporting their social and emotional growth.

Leadership Team Member #9

Employee's Name

Victoria Flinn

vmflinn@volusia.k12.fl.us

Position Title
Teacher/Science Department Chair

Job Duties and Responsibilities

A middle school classroom teacher has a diverse set of responsibilities aimed at fostering students' academic, social, and emotional growth. Here are some of their key duties:

Instruction and Curriculum

- **Lesson Planning**: Developing and implementing lesson plans that align with curriculum standards and cater to diverse learning styles.
- **Teaching**: Delivering engaging and interactive lessons in subjects such as mathematics, science, English language arts, and social studies.
- **Assessment**: Creating and grading tests, quizzes, projects, and assignments to evaluate student understanding and progress.

Classroom Management

- **Environment**: Establishing and maintaining a positive, inclusive, and orderly classroom environment.
- **Behavior Management**: Implementing and enforcing classroom rules and discipline policies to ensure a conducive learning atmosphere.

Student Support

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- **Mentoring**: Offering guidance and support to help students navigate academic and personal challenges.

Communication and Collaboration

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Professional Development

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Leadership Team Member #10

Employee's Name
Margaret Paul

mepaul@volusia.k12.fl.us

Position Title
Teacher/PBIS Lead Coordinator

Job Duties and Responsibilities

A middle school classroom teacher has a diverse set of responsibilities aimed at fostering students' academic, social, and emotional growth. Here are some of their key duties:

Instruction and Curriculum

- **Lesson Planning**: Developing and implementing lesson plans that align with curriculum standards and cater to diverse learning styles.
- **Teaching**: Delivering engaging and interactive lessons in subjects such as mathematics, science, English language arts, and social studies.
- **Assessment**: Creating and grading tests, quizzes, projects, and assignments to evaluate student understanding and progress.

Classroom Management

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- **Behavior Management**: Implementing and enforcing classroom rules and discipline policies to ensure a conducive learning atmosphere.

Student Support

- **Individualized Instruction**: Providing additional support and differentiated instruction to meet the needs of all students, including those with special needs.
- **Mentoring**: Offering guidance and support to help students navigate academic and personal challenges.

Communication and Collaboration

- **Parent Communication**: Regularly communicating with parents or guardians about their child's progress, behavior, and any concerns.
- **Collaboration**: Working with other teachers, school counselors, and administrators to support student success and address any issues.

Professional Development

- **Continuous Learning**: Participating in professional development opportunities to stay updated on the latest educational strategies and technologies1.
- **Collaboration**: Sharing best practices and collaborating with colleagues to improve instructional methods and student outcomes.

Middle school teachers play a pivotal role in shaping the educational experience and overall development of their students. They help students build a strong academic foundation while also supporting their social and emotional growth.

Leadership Team Member #11

Employee's Name
Lesley Mills

ldmills@volusia.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Middle school counselors play a crucial role in supporting students as they navigate the transition from childhood to adolescence. Here are some of their key duties:

Academic Support

- **Goal Setting**: Helping students set academic goals and develop plans to achieve them.
- **Assistance**: Providing support with homework and subjects where students may struggle.
- **Monitoring Progress**: Regularly meeting with teachers to discuss students' progress and address any concerns1.

Personal and Social Development

- **Counseling**: Offering short-term counseling for issues like bullying, family problems, self-esteem, and substance abuse.
- **Coping Mechanisms**: Helping students develop strategies to manage stress and emotional challenges.
- **Social Skills**: Assisting students in developing healthy relationships and social skills12.

Career Planning

- **Exploration**: Guiding students in exploring potential career paths and understanding the education required for different careers.
- **Transition to High School**: Preparing students for the academic and social challenges of high school3.

Coordination and Collaboration

- **Activities**: Organizing school events like dances, field trips, and class parties.
- **Collaboration**: Working with families, teachers, and community members to support student success.
- **Advocacy**: Acting as advocates for students in meetings and ensuring they have access to necessary resources2.

Special Needs Support

- **Individual Plans**: Providing tailored support to students with disabilities or special needs.

- **Assessments**: Conducting assessments to identify students' strengths and areas for improvement1.

Middle school counselors are essential in creating a supportive environment that fosters academic achievement, personal growth, and social development. They help students navigate a critical period in their lives with confidence and resilience.

Leadership Team Member #12

Employee's Name
Robin Elliot

rmelliot@volusia.k12.fl.us

Position Title
Teacher/Department Chair

Job Duties and Responsibilities

A middle school classroom teacher has a diverse set of responsibilities aimed at fostering students' academic, social, and emotional growth. Here are some of their key duties:

Instruction and Curriculum

- **Lesson Planning**: Developing and implementing lesson plans that align with curriculum standards and cater to diverse learning styles.
- **Teaching**: Delivering engaging and interactive lessons in subjects such as mathematics, science, English language arts, and social studies.
- **Assessment**: Creating and grading tests, quizzes, projects, and assignments to evaluate student understanding and progress.

Classroom Management

- **Environment**: Establishing and maintaining a positive, inclusive, and orderly classroom environment.
- **Behavior Management**: Implementing and enforcing classroom rules and discipline policies to ensure a conducive learning atmosphere.

Student Support

- **Individualized Instruction**: Providing additional support and differentiated instruction to meet the needs of all students, including those with special needs.
- **Mentoring**: Offering guidance and support to help students navigate academic and personal challenges.

Communication and Collaboration

- **Parent Communication**: Regularly communicating with parents or guardians about their child's progress, behavior, and any concerns.
- **Collaboration**: Working with other teachers, school counselors, and administrators to support student success and address any issues.

Professional Development

- **Continuous Learning**: Participating in professional development opportunities to stay updated on the latest educational strategies and technologies1.
- **Collaboration**: Sharing best practices and collaborating with colleagues to improve instructional methods and student outcomes.

Middle school teachers play a pivotal role in shaping the educational experience and overall development of their students. They help students build a strong academic foundation while also supporting their social and emotional growth.

Leadership Team Member #13

Employee's Name
Holly Glaspie

hmglaspi@volusia.k12.fl.us

Position Title
Media Specialist

Job Duties and Responsibilities

The goals of a media specialist are to implement, enrich, and support the educational program of the school by providing expert management, training, and technical consultation in the use of a school media center and related educational technology to improve the delivery and effectiveness of curriculum, instruction, and assessment.

Some of the key duties of a media specialist include the following:

· Establish annual and long-range goals correlated to the School Improvement Plan in conjunction with the Media Advisory Committee.
· Provide access to a variety of print, digital, and physical resources.
· According to Board Policy, participate in the selection, acquisition, and organization of a collection of print and digital resources that support the school's curriculum.
· Teach information literacy skills to students and staff.
· Collaborate with teachers to support student learning.
· Provide guidance and support to students in research projects.
· Maintain the library media center facilities and equipment.
· Manage and maintain records of checked out resources to staff and students including student computer check ins, check outs, and repair requests.
· Communicate effectively, both orally and in writing, with parents, staff, students, and the community.
· Assure confidentiality of any personally identifiable data.

· Remain knowledgeable of district, state, and federal laws and policies.
· Compile and analyze media center usage data.
· Attend and participate in staff meetings, individual supervisory sessions, workshops, and training sessions as needed.
· Provide support to school staff with print/digital curriculum and instruction strategies, materials, and policies related to media center resources and educational software and services.
· Collaborate and maintain frequent contact with district support personnel.
· Support the implementation of the current Florida State standards and the District Strategic Plan.
· Collaborate with professional learning communities to identify and incorporate new and innovative best practices in media services and educational technology aligned with ISTE standards.

Leadership Team Member #14

Employee's Name
Jami Atkinson

jlatkins@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

An instructional coach at the middle school level plays a vital role in enhancing the quality of education by supporting teachers and improving instructional practices. Here are some of their key duties:

Teacher Support and Development

- **Professional Development**: Organizing and leading professional development sessions to introduce new teaching strategies and technologies
- **Modeling Lessons**: Demonstrating effective teaching practices in the classroom for teachers to observe and learn from.
- **Feedback and Coaching**: Providing constructive feedback and one-on-one coaching to help teachers refine their instructional techniques.

Curriculum and Instruction

- **Lesson Planning**: Assisting teachers in developing and pacing lesson plans that meet diverse student needs.
- **Data Analysis**: Analyzing student performance data to inform instructional decisions and identify areas for improvement.
- **Resource Sharing**: Researching and sharing new educational resources and evidence-based strategies for instruction and classroom management.

Collaboration and Coordination

- **Building Relationships**: Establishing strong relationships with teachers, administrators, and

other staff to foster a collaborative school environment.
- **Team Meetings**: Participating in and sometimes leading team meetings to discuss instructional strategies and student progress.
- **School-Wide Initiatives**: Supporting the implementation of school-wide instructional initiatives and improvement plans.

Student Engagement and Achievement

- **Classroom Support**: Working directly with teachers to enhance student engagement and improve academic outcomes.
- **Differentiated Instruction**: Helping teachers develop and implement differentiated instruction to meet the needs of all students.
- **Assessment**: Assisting with the development and use of assessments to monitor student progress and adjust instruction accordingly.

Instructional coaches are essential in creating a supportive and effective teaching environment, ultimately leading to better student outcomes and a more cohesive school community.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our faculty and staff will review the SIP at pre-planning meetings. We will solicit input from parents, families, and community members during our parent and family engagement events. The School Advisory Committee and our Title I parent meeting will also provide feedback and have input to our SIP. Department chairs will get input from their teams and provide feedback to us, as well.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our first area of focus will be monitored through walkthrough data related to use of literacy strategies and academic vocabulary in the classroom. We will monitor PLC planning to ensure that plans

include use of literacy strategies and academic vocabulary. We will look at student achievement through PLCs monthly and plan for continued school-wide promotion and support of literacy strategies and vocabulary.

Our second area of focus will be monitored through monthly PBIS meetings, analyzing data reports on attendance during SLTs, and maintaining continuous feedback looping students, families, staff, and community members to refine strategies and address emerging challenges.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**92.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							291	289	288	868
Absent 10% or more school days							47	46	63	156
One or more suspensions							0	64	70	134
Course failure in English Language Arts (ELA)							0	8	14	22
Course failure in Math							0	4	21	25
Level 1 on statewide ELA assessment							43	69	107	219
Level 1 on statewide Math assessment							50	67	90	207
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							36	40	76	152
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							16	45	81	142

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	1	2	4
Students retained two or more times							0	0	1	1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							280	282	315	877
Absent 10% or more school days							80	72	62	214
One or more suspensions							43	76	72	191
Course failure in English Language Arts (ELA)							4	9	7	20
Course failure in Math							15	8	7	30
Level 1 on statewide ELA assessment							55	102	83	240
Level 1 on statewide Math assessment							69	76	87	232
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							25	37	22	84
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							61	74	72	207

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	55	62	45	52	58	43	48	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	54	55	61	49	54	59	49	51	56
ELA Lowest 25th Percentile	51	48	53	49	49	52	48	47	50
Math Achievement*	53	59	65	52	56	63	50	55	60
Math Learning Gains	58	57	62	58	56	62	58	61	62
Math Lowest 25th Percentile	61	56	57	55	55	57	57	59	60
Science Achievement	60	56	57	63	56	54	53	53	51
Social Studies Achievement*	60	71	77	74	69	73	71	69	70
Graduation Rate									
Middle School Acceleration	87	84	82	79	76	77	78	71	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	53		47	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	534
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	57%	56%	50%	50%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	1	
English Language Learners	48%	No		
Black/African American Students	57%	No		
Hispanic Students	56%	No		
Multiracial Students	67%	No		
White Students	63%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	50%		54%	51%	53%	58%	61%	60%	60%	87%			
Students With Disabilities	17%		39%	42%	18%	44%	48%	36%	27%				
English Language Learners	29%		37%	41%	45%	57%	43%	45%	50%	81%			
Black/African American Students	43%		53%	48%	47%	55%	63%	56%	51%	100%			
Hispanic Students	46%		51%	48%	50%	57%	52%	54%	57%	93%			
Multiracial Students	62%		65%		68%	71%		62%	73%				
White Students	56%		56%	53%	57%	59%	68%	69%	66%	80%			
Economically Disadvantaged Students	44%		51%	51%	46%	53%	51%	55%	53%	81%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%		49%	49%	52%	58%	55%	63%	74%	79%			47%
Students With Disabilities	20%		41%	43%	28%	54%	52%	37%	45%	47%			
English Language Learners	27%		45%	51%	36%	52%	62%	28%	67%	82%			47%
Black/African American Students	41%		41%	41%	51%	57%	59%	63%	78%	79%			
Hispanic Students	41%		49%	55%	49%	57%	56%	61%	73%	70%			33%
Multiracial Students	47%		49%		51%	57%	55%	42%	71%				
White Students	50%		53%	47%	56%	61%	52%	69%	75%	86%			
Economically Disadvantaged Students	40%		48%	45%	47%	58%	57%	58%	68%	79%			55%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%		49%	48%	50%	58%	57%	53%	71%	78%			56%
Students With Disabilities	18%		41%	43%	17%	47%	51%	25%	49%	46%			
English Language Learners	28%		43%	46%	32%	55%	65%	33%	44%	73%			56%
Black/African American Students	41%		54%	50%	47%	61%	53%	44%	78%	70%			
Hispanic Students	41%		45%	45%	47%	58%	61%	50%	72%	80%			64%
Multiracial Students	33%		44%	27%	33%	46%	43%	50%	43%				
White Students	45%		53%	54%	57%	59%	55%	59%	70%	78%			
Economically Disadvantaged Students	38%		48%	51%	45%	56%	54%	47%	67%	75%			59%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	51%	56%	-5%	62%	-11%
ELA	7	40%	53%	-13%	62%	-22%
ELA	8	56%	54%	2%	60%	-4%
Math	6	42%	54%	-12%	60%	-18%
Math	7	22%	36%	-14%	53%	-31%
Math	8	56%	56%	0%	61%	-5%
Science	8	60%	56%	4%	52%	8%
Civics	7	58%	71%	-13%	77%	-19%
Civics	8	75%	69%	6%	75%	0%
Algebra	7	100%	98%	2%	96%	4%
Algebra	8	88%	78%	10%	84%	4%
Geometry	8	100%	96%	4%	95%	5%
Civics	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The 6th grade ELA component was the most improved increasting from 37% to 51%.

The contributing factor to this change is that the 2025-2026 cohort is stronger academically than the cohort from 2024-2025.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing component was ELA Achievement at 50%.

Contributing factors include low performance among SWD (17%), ELL students (29%), and 7th grade students (40%).
In addition, staff attendance and rigor contributed to the low performance.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component with the greatest decline was Civics which went from 71% in 2024-2025 to 58% in 2025-2025.

The primary contributing factor to this decline is attirubted to the reading proficiency of the 7th grade class which was at 40%.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap is in 7th grade math. Heritage Middle School had a proficiency rate of 22% compared to the state average of 53%.

This gap show a trend among the 7th grade of low proficiency scores in all areas. Contributing factors to this decline include inconsistent teacher attendance which resulted in reduced consistency and rigor.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern from the EWS are as follows:
ELA Leve 1: 25%
Absences above 10%: 18%

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorieties for the upcoming year are as follows:
ELA and Attenances

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning, ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

These areas of focus were selected because of the need to integrate literacy strategies in all curriculum area. If we incorporate literacy strategies into lessons across the curriculum through collaboative planning then student achievement will improve due to increased student ability to interact with texts and the level of rigor required by the benchmarks. The hypothesis is that the increased school-wide focus on literacy will result in increases in learning gains and achievement levels.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Heritage Middle School's grade will increase from 59% to a 62% to maintain an overall "B" grade.

PM3 for all students
ELA Achievement 50% to 52%
ELA LG 54% to 55%
ELA LQ 51% to 53%

Math Achievement 53% to 55%
Math LG 58% to 60%
Math LQ 61% to 63%

The target for ELA achievement SWD FPPI is 36 and for Math is a 37 FPPI

Teacher Practice: By October 2026, 70% of teachers will provide explicit literacy support in core classes 2 or 3 times per week. By January 2027, 90% of teachers will provide explicit literacy support in core classes 2 or 3 times per week.

Student Practice: After the administration of both PM1 and PM2, all students will show growth consistent with state trends.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student Practice: Student data will be disaggregated after both PM1 and PM2 and compared to state trends.

After each benchmark-aligned common assessment, the teacher, with support from the academic coaches, will review data. This data will be used to identify areas of growth and areas that need to be addressed during collaborative planning.

Teacher Practice: Walkthrough data will be captured weekly, including evidence of planning for and implementing literacy strategies to include use of academic vocabulary. Administration and coaches will attend common planning/PLC to monitor use of student data for identifying literacy strategies to be implemented across the curriculum.

Coaching Practice: Administration and coaches will meet weekly as a team to analyze the coaching support plan, review data trends, and make adjustments as needed. Administration will collect coaching plans and provide feedback to instructional coaches.

Person responsible for monitoring outcome

Michele Duguay

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

At its core, the research helps educators understand how foundational skills like phonemic awareness and phonics support accurate decoding, how fluency develops through practice, and how vocabulary and background knowledge fuel comprehension. Importantly, this research points educators to instructional approaches that have been shown to improve reading outcomes for a wide range of students, including students who may require additional support. Research-based teaching strategies for reading share several defining characteristics aligned with the science of reading. These strategies are: Explicit, meaning teachers clearly model and explain skills rather than assuming students will make connections on their own Systematic, meaning instruction follows a purposeful sequence that builds from simpler skills to more complex ones Cumulative, meaning teachers regularly revisit and reinforce previously taught skills Data-aligned, meaning teachers use information

from interim assessments, like MAP® Growth™ and MAP® Reading Fluency™, as well as formative assessment, to guide instruction https://www.nwea.org/blog/2026/science-of-reading-strategies/

Rationale:
Several of the highly effective strategies in Hattie's meta-analysis are specific literacy practices, such as Phonics Instruction (effect size of 0.7), Spelling Programs (effect size of 0.58), Vocabulary Programs (effect size of 0.68), Repeated Reading (effect size of 0.75), and Reciprocal Teaching (effect size of 0.74). Many others are not literacy specific, but can still be used in the literacy classroom to promote literacy strand learning, such as Concept Mapping (effect size of 0.64) and Interventions for Learning Needs (effect size of 0.77).

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Literacy strategy instruction training will be provided to all teachers.

Person Monitoring:
Ursula Scott

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Communicating with staff during pre-planning
Planning during PLC
Training during ERPL to include a deliverable

Action Step #2
Coaches will provide ongoing support to teachers.

Person Monitoring:
Michele Duguay

By When/Frequency:
As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will provide additional training and support through PLCs, with individual training, and modeling in classes.

Action Step #3
Walkthroughs

Person Monitoring:
Nick Fidance

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will provide feedback to teachers using the look-fors walkthrough tool.

Action Step #4
Cross Curricular Literacy Committee

Person Monitoring:
Michele Duguay

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy Committee comprised of teachers from all core areas, elective teacher, admin, reading coach
Committee meets monthly to promote reading across the campus
Media specialist will collaborate with Science and SS teachers to increase media circulation in and promote reading.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our 2026-2027 enrollment, 18% of our students were absent for 10% or more of the days in the 2025-2026 school year.

6th Grade - 16%
7th Grade - 16%
8th Grade - 22%

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By January 2027, we will decrease our chronic absenteeism by 10%.

By May of 2028, we will see a decrease of 15%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor attendance data monthly, quarterly, and by semester.
We will maintain communication and feedback among students, families, staff and community members to adjust challenges and refine strategies for increasing school attendance as needed. We

will provide supports to families and students through the MTSS process.

Person responsible for monitoring outcome
Michele Duguay

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Establish intervention teams or committees at each school composed of counselors, social workers, Administrative Dean, Administrators, and teachers. Develop an Individualized attendance improvement plan for chronically absent students, including specific goals, resources (e.g., mentoring, tutoring, incentives), and regular progress monitoring.

Rationale:
According to the U.S. Department of Education publication entitled Supporting Student Attendance and Engagement: Chronic absenteeism is typically defined as missing at least 10 percent of school days, or 18 days in a year, for any reason, excused or unexcused. As of the 2021-22 school year, over 14 million students nationwide were chronically absent, missing valuable instructional time, and posing serious implications for students' overall academic success and wellbeing.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Strengthen PBIS structures to support student attendance.

Person Monitoring:
Meg Paul

By When/Frequency:
Twice Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher training related to PBIS
PBIS Store
Planned and pop-up recognitions
Attendance contracts (PBIS team in collaboration with school counselors)
PBIS team meets monthly to monitor attendance data and make adjustments as needed.

Action Step #2
MTSS Related to Attendance

Person Monitoring:
Julie Comardo

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Parent liaison, school counselors, social worker, administrators contact parents when a student is absent more than two days a month.
Attendance letters sent in accordance with district polity.
Attendance MTSS process started for students on the chronic absence list (school counselors and administrative dean).

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Monthly meetings with district staff to review progress toward plan
Regular visits from district ESE staff to support ESE and gen ed teachers
District support for best practices in using the curriculum materials

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

District Resources:
Curriculum Resources
Curriculum Maps
District ESE Contact who will be able to work with teachers, help organize and redirect small groups

Small group instruction focusing on Tier 1 instruction and remediation
Collaborative planning with gen ed and ESE support facilitation teacher
Data chats will be conducted with students

District Data:
State PM data
District VBA assessment data
Local common assessment data

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00