

Highlands Middle School



2017-18 Schoolwide Improvement Plan

Highlands Middle School

10913 PINE ESTATES RD E, Jacksonville, FL 32218

<http://www.duvalschools.org/hms>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Highlands Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Highlands Middle School is to provide an environment that fosters academic excellence, accountability, inspires future leaders, and supports the development of their social and emotional well being.

b. Provide the school's vision statement.

Every student is prepared for success through rigorous instruction, effective discipline and meaningful activities that foster collaboration and instill pride in self, school and community.

2. School Environment

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

The school hosts Open House and numerous family and parent meetings throughout the year to engage students and their families. This year, we will implement a mentoring system to connect teachers and students so that we increase the positive relationships among them as well as student accountability and efficacy.

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

The school has developed a school-wide discipline plan that will shift the school culture from utilizing reactive approaches to discipline to approaches that are more proactive. The Restorative Justice program is implemented to provide a positive, proactive, and instructional way of dealing with misbehavior. Additional security staff and a second Dean of Students were added this year. Our policy for hall passes has been restructured to ensure adult presence is requested before allowing students in the hall. Grade level assemblies were conducted and students were introduced to various resources to whom they can seek out if they are having problems (Admin; SRO; counselors; AFL, BIGS, Jewish Family Services, Americorps members (City Year) & CIS advocates/staff, etc.). Students are encouraged to participate in TEAM UP, sports, and clubs to foster trusting and lasting relationships with the coaches, sponsors, mentors, teachers, and other faculty & staff.

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

The school's Positive Behavior Plan is infused with classroom & teacher interventions that redirect undesirable and reinforce positive behaviors by students to keep them engaged and focused on the lessons. The District's Student Code of Conduct outlines numerous steps/interventions that must be implemented, giving students opportunities to meet the school's behavior expectations; school personnel have been properly trained on the new dispensation of discipline. This year, we are utilizing a school-based tracking system to monitor and reward positive student behavior in our classrooms and common areas.

Americorps members/City Year will also play an integral part in our school-wide behavioral plan by providing interventions via mediation or one-one-one counseling.

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

The school's counseling department is staffed with highly qualified counselors trained to meet the needs of students. Highlands Middle has partnered with a variety of community organizations that are housed within the building for immediate accessibility to students. These programs include: Achievers For Life, Big Brother/Big Sisters, Communities In Schools, Jewish Family Services, City Year (Americorps), school Psychologist, and a full time Behavioral Specialist. All of these individuals also serve as mentors for students.

Additionally, we are utilizing an MTSS tracking system to monitor interventions utilized by our admin team to ensure an appropriate response to misbehaviors is utilized to begin to deter infractions to the Code of Conduct and disruptions to the school day.

3. Early Warning Systems

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

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

Highland's utilizes a Multi-Tiered Supports System to quickly determining the needs of targeted students. The system addresses academic, behavioral, and emotional needs. Teacher and/or subject area coach identifies student with one or more of the issues listed below (attendance, missing Core credits, suspensions, etc.) Indicators to be used are daily attendance, low test grades, low class grades, low grades in Focus, and disciplinary referrals. Some students have already been predetermined to have additional services upfront. Once the student is identified, he/she will attend a meeting with parent, student, core teacher, guidance, and Assistant principal. Collaboratively a plan (Saturday school, tutoring, weekly status sheets, bi-weekly attendance checks, progress monitoring, one-to-one counseling, etc) will be developed to help student improve in one or multiple areas.

Attendance- AIT meetings are held monthly. Any student missing 5 or more days is identified to attend along with parent. The school social worker is included and provides aggressive follow up to ensure that attendance improves and parents are aware of the ramifications. Students who enter into an attendance contract then are closely monitored by a multitude of sources- Social worker, counselor, dean, teachers, and administrators.

School staff will utilize the PBIS school-wide tracking system to reward students when they show improvements in their attendance.

Low Performing/ Low Level students- In school safety nets are in place to ensure they receive adequate support services. Team UP is available to students who remain after school to increase academic performance. Team UP staff consists of highly certified teachers enforcing strategies taught during normal class hours. Students will receive individualized instruction in core areas according to need. Coaches will work with these students in increments as support measure for our low performing students. For struggling ESE students, our Lead teacher has a multitude of safety nets set up for the students. She provides professional development where she shares strategies, accommodation ideas, and helpful tips in maximizing student achievement.

City Year members are assigned to Reading/ELA & Math classes to offer additional support and assistance with small groups of students to increase student achievement.

Failing Cores (Math/ ELA)- Counselors will monitor progress reports through Focus and Report cards. A list of students in jeopardy of failing one of the above mentioned courses is developed. Guidance conferences with the student and the parent are held to provide them with recovery options. Counselors then follow up on their performance by collaborating with teachers and close monitoring of FOCUS for incremental growth. Counselors will also conduct Credit checks to ensure classes from

previous years are not missed for recovery opportunities.

Suspensions- Students receive progressive discipline; Out of School suspension is a last resort. These students meet with Guidance bi-weekly by way of teacher, coach, administrator referrals. Those students participate in group and individual counseling to learn desired behaviors through the guidance office; Counselors work with teachers on various strategies that can be utilized to curtail behavior problems. Guidance will implement intervention strategies such as: Referrals to Restorative Justice (level 2 students), Achievers for Life (Level 1 students) Jewish Family Services, and Communities in Schools. Most importantly, consistent parent communication will be utilized.

School-wide Interventions include the following:

PBIS program is being implemented to increase acknowledgment of positive behaviors student are presenting. This program will increase productivity in the classroom and decrease negative incidents school wide.

Achievers for Life provides 6th grade students and opportunity to increase their grades and decrease absences. Students will be provided in-school tutoring, mentoring and counseling services.

The School Climate Transformation Grant is being implemented to provide staff with professional development and technical assistance. This will also assist teachers with making decisions around behavior and mental health.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	14	15	16	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	0	103	78	63	0	0	0	0	244	
Course failure in ELA or Math	0	0	0	0	0	0	15	27	20	0	0	0	0	62	
Level 1 on statewide assessment	0	0	0	0	0	0	98	138	138	0	0	0	0	374	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	14	15	16	0	0	0	0	45	

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

Administrators (Jessica Guthrie, Janelle Porter, and Dr. Esther Seward) provide a common vision for the use of data-based analysis and instruction, ensure the school-based team is implementing and monitoring MTSS, conduct assessments and ensure implementation of intervention support and documentation, collaborate in the design and delivery of professional development, communicate with parents and the community regarding school-based MTSS plans and activities, and create opportunities to have celebrations.

Department Chairs (ELA/Reading/Math/Social Studies/Science): Department Chairs Letecia Schwander, Katrina Hendon, Pamela Bailey-Mann, Michaela Watford, and Chanel Ray lead classroom teachers to begin intentional responses when reflecting on student performance, behavior, and attendance. Emphasis is on supporting collaboration with colleagues to constantly evaluate and review students' performances, providing curriculum instruction for students that include reflective

practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Exceptional Student Education (ESE) Support Facilitators will support students in their math and English class to ensure students with disabilities are given Tier 2 support.

Instructional Coaches (Reading and Math): Myra Bolden and Sue Wrye along serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all school-based educators; collect and analyze data; design and deliver professional development.

School Counselors and School Psychologist: (Chauncey Nelson and Janerica Delice) Provide direct contributions/presentations to teachers in order to address students' behaviors and ways to help teachers and students manage distractions that hinder the learning environment; participates to work proactively to respond to individual students' social/emotional behaviors, academic deficiencies, attendance, and overall student performance. In addition to providing interventions, counselors link child-serving and community agencies to the school and families to support students' academic, emotional, behavioral, and social success. School counselors provide Early Warning Signs training to faculty and staff to build awareness of potentially problematic behaviors.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

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

2. Description

Increase parental access to meaningful educational information;
Provide various strategies to help support parents at home;
Increase parent/community awareness and involvement regarding the events/activities at HMS;
students have a greater opportunity to be successful when there are more stakeholders involved in their educational experiences
Increase parent and student understanding about the graduation requirements for high school;

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

The school has partnered with Achievers For Life, Jewish Families & Community Services, Big Brothers/ Big Sisters, Communities In Schools, TEAM-UP, City Year (Americorps), and the Highlands Branch Library to offer additional academic support via tutoring and mentoring. Moreover, family advocates provided through these agencies are available on campus daily to offer additional support to families connecting them with various community resources.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sales, Jessica	Principal
Bibbins, Darrell	Dean
Seward, Esther	Assistant Principal
Porter, Janelle	Assistant Principal
Taft, Donald	Dean

b. Duties

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

Administrators (Jessica Guthrie, Janelle Porter, and Dr. Esther Seward) provide a common vision for the use of data-based analysis and instruction, ensure the school-based team is implementing and monitoring MTSS, conduct assessments and ensure implementation of intervention support and documentation, collaborate in the design and delivery of professional development, communicate with parents and the community regarding school-based MTSS plans and activities, and create opportunities to have celebrations.

Department Chairs (ELA/Reading/Math/Social Studies/Science): Department Chairs Letecia Schwander, Katrina Hendon, Pamela Bailey-Mann, Michaela Watford, and Chanel Ray lead classroom teachers to begin intentional responses when reflecting on student performance, behavior, and attendance. Emphasis is on supporting collaboration with colleagues to constantly evaluate and review students' performances, providing curriculum instruction for students that include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Exceptional Student Education (ESE) Support Facilitators:(Eshell Sampson, Lewis Carter, Michael Brooks, Brenda Hutchingson) Leads teacher support in the implementation of Tiered instruction for students with disabilities; develops Tier 3 intervention and supports content area teachers in the implementation intervention; helps teachers initiate and design instruction for students who show low content area skills or lack of progress over time.

Instructional Coaches (Reading, Math and Science): Instructional Coaches, Myra Bolden, Sue Wrye, serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all school-based educators; collect and analyze data; design and deliver professional development.

School Counselors and School Psychologist: (Chauncey Nelson and Janerica Delice) Provide direct contributions/presentations to teachers in order to address students' behaviors and ways to help teachers and students manage distractions that hinder the learning environment; participates to work proactively to respond to individual students' social/emotional behaviors, academic deficiencies, attendance, and overall student performance. In addition to providing interventions, counselors link child-serving and community agencies to the school and families to support students' academic, emotional, behavioral, and social success. School counselors provide Early Warning Signs training to

faculty and staff to build awareness of potentially problematic behaviors.

Deans of Discipline (Donald Taft and Darrell Bibbins) provides positive behavior supports and interventions that focus on keeping students in class and school. He assists with the implementation of CHAMPS, PBIS and Foundations to create a safe and civil learning environment.

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

A variety of data sources are utilized to determine students' academic and behavioral needs. In academic areas, assessments and data sources include Achieve 3000, IReady, Florida State Assessments, and student portfolios including self assessments and reflections. The results of these assessments are obtained through Performance Matters. With regard to behavior, data is obtained from Focus. Based on data, students will be identified for interventions and scheduled appropriately. The effectiveness of core instruction will be assessed through coaching cycles with academic coaches and observations by administrators. In order to determine resource allocation, student data is examined to determine the number of sections and teachers needed for intervention courses (enrichment reading and enrichment math). Teacher support systems include common planning, mentoring for early-career teachers, and the coaching cycle with academic and district coaches. Small group and individual needs are addressed through individual data chats, working with the reading interventionist, and individual and small group academic counseling/advising with school counselors.

In compliance with IDEA, Exceptional Education teachers will provide assistance to the parents of students with disabilities based on the specified needs in their IEP or 504 plan.

The school will host Parent Reading Nights. Parents will be contacted and invited to attend. These meetings will be designed to give parents tools/strategies they can use at home to help their children study.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Jessica Guthrie	Principal
Janelle Porter	Education Support Employee
Esther Seward	Education Support Employee
Sue Wrye	Education Support Employee
Alicia Hoskins	Parent
Meldreana Alvin	Parent
Markedia Daniels	Parent
Jennifer Brock	Parent
Patricia Fuller	Parent
Aundre Yarbrough	Student
Loretta Allen	Parent
Karneshia Sherman	Parent
Rasheta Ladson	Parent
Rachel Waters	Parent
Tommy Bridgewater	Parent
Lolita Byrd	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Advisory Council worked with the Leadership Team in developing goals for the school. The SAC reviewed the School Improvement Plan and offered input before approving the plan.

b. Development of this school improvement plan

The School Advisory Council will work with the Leadership Team in developing goals for the school. The SAC will review the School Improvement Plan and offer input before approving the plan.

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

We do not receive any school improvement funds.

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

We did not receive any school improvement funds last school year.

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

Yes

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

We are currently recruiting a diverse group of parents, students, and additional community partners to participate with the School Advisory Counsel.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Sales, Jessica	Principal
Wrye, Sue	Instructional Coach
Nelson, Chauncey	School Counselor
Seward, Esther	Assistant Principal
Bolden, Myra	Instructional Coach
Porter, Janelle	Assistant Principal
Durden-Walter, Donna	Teacher, K-12

b. Duties

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

The major function this year will be to meet and discuss how we are incorporating Reading and Writing across all contents. We will focus on cross-curricular lessons. The major initiative this year for the LLT is to increase writing across content areas by building a literacy culture through collaboration. The school reading targets are to increase the number of students meeting high standards in Reading, increase the number of students making learning gains in reading and increase the number of proficient students by 10% making learning gains in reading. LLT will promote literacy through various school wide activities that will motivate students to read. These initiatives will be accomplished through:

- ongoing, job-embedded, researched-based professional development
- highly effective teachers in every content area that model and provide explicit instruction to improve comprehension, and strategic and accelerated intervention.

D. Public and Collaborative Teaching

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

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

All teachers have been provided with common planning time and are required to plan together at least once per week. New and novice teachers have been paired with Mentors for the MINT program, which provides a support system for them. In addition, teachers have the opportunity to work together collaboratively during Early Release Professional Development.

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

Our Principal and Assistant Principals recruit, interview and screen other highly qualified candidates and/or applicants.

New teachers attend an orientation at the school prior to pre-planning. The session includes information

on the use of lesson/unit plan template, classroom rituals and routines, standards based instruction, school and district policies and other faculty handbook information. Persons responsible are the Assistant Principals and Academic Coaches.

Regular meetings with new teachers to provide information on classroom strategies, certification, and MINT requirements. New teachers are partnered with MINT mentors. Persons responsible: professional development facilitator and Assistant Principals.

Teacher input for training needs is solicited through a faculty survey. Topics for Early Release, IPDP and planning period training reflect teacher needs as indicated through the survey, classroom observations, focus walks and self assessments. Persons responsible: Academic coaches; Assistant Principals; Professional Development Facilitator.

The district will provide reading endorsement training.

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

Monthly MINT meetings are held to provide information on professional development, certification requirements, and other district and school requirements. During the meetings, time is provided for new teachers to meet with their mentor to discuss observations, issues with which the new teacher needs support, and to ask questions. Professional development may also be provided during the meetings to address areas of need that have been identified by the new teachers.

Mentees Mentors Reason

Andrea Burnard Mrs. Watford Both teachers teach the same subject.

Maegan Edwards Ms. Turner Mentor and mentees teach the same subject.

Cheryl Boykins Ms. Bailey Mann Mentor and mentee are core math teachers.

Tahisha Merrell Ms. Eichelberger Mentor and mentee work well together.

Megan Howard Sideris (Reading) Mentor and mentee work well together.

Stephanie Feole Mrs. Durden-Walter Mentor and mentee worked together last year

Ashanti Williams Mrs. Watford Both teachers teach same subject

Stephen Johnson Mrs. Durden-Walter Mentor and mentee work well with technology

Jamie Howard Mrs. Watford Both teacher teach the same subject.

Jennifer Josey Ms. McKinney Both teachers have a math background

Melina Hogue Ms. Ray Mentor and mentee teach the same subject

Brittane Williams Mr. Garvin Mentor and mentee work well together

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school utilizes the curricula and instructional materials that have been approved and provided by the District. Instructional programs and materials are aligned to meet the state standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to determine what levels students are at and what growth areas they need to work on in each core class. Baseline CGA's are given and students receive individual data chats regarding which benchmarks they need to work on in order to reach proficiency. Students are also grouped in their core classes and rotate through stations based on various data sets; targeted instruction is given in each station to meet the needs of the students. Mini-assessments, additional CGA's and teacher assessments are administered in regular intervals to assess student growth and groups are modified accordingly. The school uses the Florida Continuous Improvement Model, iReady & Achieve3000 data to regularly assess student progress.

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

Strategy: After School Program

Minutes added to school year: 150

The Team Up teachers will consult with the core academic instructors to gather data about the areas of weaknesses for students enrolled in Team Up.

Strategy Rationale

The Team Up teachers (who are also core teachers) can work on targeted areas of deficiencies during the extended learning time; this will increase the opportunity for students to be successful in their core classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wrye, Sue, wryes@duvalschools.org

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

The Team up coordinator will monitor instruction; increase/decline in academic performance of students and share the information with the core instructors and well as the administration.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School will offer additional academic assistance in core academic areas

Strategy Rationale

Saturday School teachers (who are also core teachers) can work on targeted areas of deficiencies during the extended learning time; this will increase the opportunity for students to be successful in their core classes and on the FSA.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Sales, Jessica, salesj@duvalschools.org

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

The academic coaches and administration will monitor the effectiveness of the strategies and make necessary adjustments when necessary. They will also be responsible for gathering data (CGA, DAR, SRA, Writing samples, teacher assessments, etc.) to determine if these strategies are effective.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All teachers will teach a quarterly reading strategy to reinforce comprehension strategies school-wide. Strategies are selecting using Expeditionary Learning curriculum.

b. College and Career Readiness

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

At the 6th, 7th, and 8th grade level school counselors are tasked with meeting and discussing with each student about their personal, social, and career goals. These goals are then (where applicable) integrated into the students course of study. Each year these goals are revisited.

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

N/A

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

N/A

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

Highlands Middle School implements a Pre-Early College Program that prepares students for postsecondary education by prepares students for collegiate instruction through Critical Thinking curriculum as well as a Dual Enrollment course offered by an FSCJ credentialed instructor. Additionally HMS offers students a STEM elective that focuses on the integration of kinesthetic learning opportunities with technology-based curriculum to encourage problem-solving, collaboration, and critical thinking.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the school can increase student accountability for their behavior in common areas and classrooms, then there will be a more positive school climate and culture.
- G2.** If the school implements the four pillars of instruction (which include student engagement, demonstrating understanding, taking ownership of work, and rigorous instruction), then the percentage of proficient students should increase, including those who lost proficiency in the prior school term, as well as the percentage of students who make gains on all state assessments; also including those in the bottom quartile.

Strategic Goals Detail

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

G1. If the school can increase student accountability for their behavior in common areas and classrooms, then there will be a more positive school climate and culture. 1a

G094444

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	70.0

Targeted Barriers to Achieving the Goal 3

- Negative actions taken by students which lead to negative perceptions of the school by parents and the community.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-Based PBIS Plan; MTSS Tracker; City Year Incentive Program

Plan to Monitor Progress Toward G1. 8

Results from the District Parent Survey

Person Responsible

Jessica Sales

Schedule

On 5/31/2018

Evidence of Completion

The District Parent Surveys, the Gallup Survey, and reports from the Wildcats Level Up tracker will be collected.

G2. If the school implements the four pillars of instruction (which include student engagement, demonstrating understanding, taking ownership of work, and rigorous instruction), then the percentage of proficient students should increase, including those who lost proficiency in the prior school term, as well as the percentage of students who make gains on all state assessments; also including those in the bottom quartile. **1a**

G094445

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	37.0
FSA ELA Achievement	45.0
Civics EOC Pass	75.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal **3**

- Teachers do not scaffold higher-order questions effectively in all lessons.
- High percentage of new and novice teachers every year.
- Knowledge and implementation of new curricula.

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

- Academic coaches and lead teachers
- Common planning with Professional Learning Communities.
- School-wide professional development on Early Release days.
- District specialist support.
- Title I funds.

Plan to Monitor Progress Toward G2. **8**

Progress Monitoring of Student Data

Person Responsible

Jessica Sales

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Achieve3000; iReady data; Mid-Year Scrimmage Data; Mock EOC data; common assessment data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. If the school can increase student accountability for their behavior in common areas and classrooms, then there will be a more positive school climate and culture. **1**

 **G094444**

G1.B1 Negative actions taken by students which lead to negative perceptions of the school by parents and the community. **2**

 **B253675**

G1.B1.S1 Implement the use of a school-based positive behavior intervention system, called Wildcats Level Up to track and reinforce positive behaviors. **4**

 **S267929**

Strategy Rationale

If students are rewarded for positive behaviors then they will be more likely to reduce the number of negative behaviors. In addition, other students will take notice of those being rewarded for positive behaviors and begin to do the same to receive rewards. This will in turn reduce the number of negative actions taken by students and eliminate the negative perceptions of the school by parents and the community.

Action Step 1 **5**

Implement a school-based positive behavior intervention system, called Wildcats Level Up, and train teachers on its purpose and how to effectively use the system.

Person Responsible

Donald Taft

Schedule

On 6/8/2018

Evidence of Completion

Mr. Bibbins will conduct training for teachers on the Wildcats Level Up PBIS school-based system and have teachers sign in. Mr. Bibbins will also monitor the number of Level Up points given to students and rewards will be given to students based on those points.

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

Keep track of Level Up points for each student and set up rewards to give to students on a periodic basis.

Person Responsible

Darrell Bibbins

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Wildcats Level Up Tracking System of student incentive points per teacher and rewards tracker to track incentives received by students.

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

Monitor the number of discipline referrals written

Person Responsible

Darrell Bibbins


Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

MTSS Workbook which tracks student infractions and all school and district-based interventions taken by the school.

G2. If the school implements the four pillars of instruction (which include student engagement, demonstrating understanding, taking ownership of work, and rigorous instruction), then the percentage of proficient students should increase, including those who lost proficiency in the prior school term, as well as the percentage of students who make gains on all state assessments; also including those in the bottom quartile. **1**

 G094445

G2.B1 Teachers do not scaffold higher-order questions effectively in all lessons. **2**

 B253676

G2.B1.S1 During common planning have teachers use Webb's Depth of Knowledge to select higher-order questions that have been included in the curriculum guides. **4**

 S267930

Strategy Rationale

Research shows that effective questioning techniques improves comprehension.

Action Step 1 **5**

Reading Coach will model how to effectively implement quarterly reading strategies

Person Responsible

Sue Wrye

Schedule

Monthly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Scripted higher-order thinking questions on teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Monitor lesson plans; conduct classroom walkthroughs and observations

Person Responsible

Jessica Sales

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans; classroom walkthrough observation forms, Accountable talk; Shared Inquiry

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Achieve 3000 scores; Mid-Year Scrimmage data; and focus lesson mini assessments

Person Responsible

Janelle Porter

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

To increase the level of mastery on the Diagnostic Assessment of Reading (DAR), Mid-Year Scrimmage, increase student Lexile levels and the FSA.

G2.B1.S2 School-wide professional development on how to scaffold higher-order questions. 4

 S267931

Strategy Rationale

This would ensure that teachers have the tools necessary to plan higher-order questions for their lessons.

Action Step 1 5

Plan and implement professional development on how to scaffold higher-order questions.

Person Responsible

Sue Wrye

Schedule

On 5/30/2018

Evidence of Completion

sign-in sheet; exit slip;; feedback forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

lesson plans; classroom walkthroughs

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans; classroom walkthrough observation forms; admin-teacher feedback forms; faculty discourse

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teacher feedback/evaluation of professional development

Person Responsible

Jessica Sales

Schedule

Biweekly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Feedback forms

G2.B1.S3 Content area teachers will engage in collaborative planning. 4

 S267932

Strategy Rationale

Collaborating with content-area teachers provides an opportunity for brainstorming and ensures that all teachers are using higher-order questions and strategies to stretch students' thinking.

Action Step 1 5

Collaborative planning

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Professional Learning Community Agendas, administrator, and coach attendance.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Academic coaches will participate in and facilitate common planning weekly; administrators will participate in common planning weekly.

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, lesson plans and observation of common planning; exit slips

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review lesson plans for evidence of common planning; Monitor common assessment data

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/14/2017 to 6/1/2018


Evidence of Completion

Lesson plans aligned to state standards and demonstrate evidence of higher-order questions.

G2.B2 High percentage of new and novice teachers every year. 2

 B253677

G2.B2.S1 Pairing novice teachers with effective mentors. 4

 S267933

Strategy Rationale

Mentoring provides a support system for teachers and can expose them to instructional best practices.

Action Step 1 5

Select effective teachers to be mentors for new teachers

Person Responsible

Janelle Porter

Schedule

Quarterly, from 8/29/2017 to 6/1/2018

Evidence of Completion

New Teacher Program documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor mentoring relationship between mentor and mentee

Person Responsible

Janelle Porter

Schedule

Quarterly, from 8/29/2017 to 6/1/2018

Evidence of Completion

New Teacher Program documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Conferences with mentors and mentees

Person Responsible

Janelle Porter

Schedule

Quarterly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Records of conferences/New Teacher Program documentation

G2.B2.S2 Allowing novice teachers opportunities to observe other teachers. 4

 S267934

Strategy Rationale

Exposing novice teachers to model classrooms provides them the opportunity to develop ways to effectively implement teaching strategies in their own classroom.

Action Step 1 5

Identify model classrooms

Person Responsible

Jessica Sales

Schedule

Annually, from 8/28/2017 to 5/28/2018

Evidence of Completion

Observations and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Reviewing teacher feedback and reflection documentation after observation

Person Responsible

Jessica Sales

Schedule

Quarterly, from 8/29/2017 to 5/30/2018

Evidence of Completion

teacher feedback and reflection forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Classroom observations - did teachers take skills observed back and implement them into their classroom?

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation and feedback forms

G2.B2.S3 Increase positive reinforcement and recognition of all teachers. 4

S267935

Strategy Rationale

Recognizing teachers' contributions within the school community helps build morale and maintain a positive school culture.

Action Step 1 5

Administrators consistently provide positive verbal recognition

Person Responsible

Jessica Sales

Schedule

Biweekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

observations

Action Step 2 5

Distribute Wildcat Wonder awards monthly

Person Responsible

Esther Seward

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Agendas from Early Release; certificates

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Teacher of the Month Recognition

Person Responsible

Jessica Sales

Schedule

Monthly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Early Release Agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Have all faculty and staff complete school climate survey

Person Responsible

Jessica Sales

Schedule

Semiannually, from 9/27/2017 to 6/1/2018


Evidence of Completion

School climate survey data.

G2.B3 Knowledge and implementation of new curricula. **2**

 B253678

G2.B3.S1 Continuous professional development during professional learning communities (and District trainings) with the support of district specialists. **4**

 S267936

Strategy Rationale

This will continue to develop the skills necessary to implement the curricula effectively.

Action Step 1 **5**

Teachers attend all available trainings on new curricula

Person Responsible

Jessica Sales

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

district sign-in sheets and PD points

Action Step 2 **5**

Academic coaches meet with teachers on a weekly basis during Professional Learning Communities

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will attend PLCs, monitor PLC agendas, inform staff of District wide trainings, and have staff reflect on district trainings.

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas, observation of PLCs, district training sign-in sheets and share-outs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Observe implementation of new curriculum in the classrooms

Person Responsible

Jessica Sales


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

classroom walkthroughs and observations; coaches model how to implement the new curriculum during PLC, coaching cycle, and co-teaching opportunities.

G2.B3.S2 Common planning with academic coaches and administrators **4**

 S267937

Strategy Rationale

This provides a small group environment to problem-solve, ask questions, and collaborate in order to create effective lesson plans aligned to the new curricula.

Action Step 1 **5**

Academic coaches meet with enrichment teachers weekly during common planning

Person Responsible

Janelle Porter

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S2 **6**

Administrators ensure that a coach or administrator is facilitating common planning with each subject area once per week.

Person Responsible

Jessica Sales

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agendas and participation in PLCs weekly

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Data chats to review student data and discuss what works and what needs improvement;
classroom walkthrough observations

Person Responsible

Jessica Sales

Schedule

Quarterly, from 8/14/2017 to 6/1/2018














Evidence of Completion

Data chat logs, data notebooks, classroom walkthrough observatoins

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M380765	Achieve 3000 scores; Mid-Year Scrimmage data; and focus lesson mini assessments	Porter, Janelle	9/5/2017	To increase the level of mastery on the Diagnostic Assessment of Reading (DAR), Mid-Year Scrimmage, increase student Lexile levels and the FSA.	5/25/2018 quarterly
G2.B1.S1.MA1 M380766	Monitor lesson plans; conduct classroom walkthroughs and observations	Sales, Jessica	8/14/2017	Lesson plans; classroom walkthrough observation forms, Accountable talk; Shared Inquiry	5/25/2018 monthly
G2.B1.S1.A1 A356539	Reading Coach will model how to effectively implement quarterly reading strategies	Wrye, Sue	9/13/2017	Scripted higher-order thinking questions on teacher lesson plans	5/25/2018 monthly
G2.B2.S2.A1 A356543	Identify model classrooms	Sales, Jessica	8/28/2017	Observations and classroom walk-throughs	5/28/2018 annually
G2.B2.S3.A1 A356544	Administrators consistently provide positive verbal recognition	Sales, Jessica	8/14/2017	observations	5/28/2018 biweekly
G2.B1.S2.MA1 M380767	Teacher feedback/evaluation of professional development	Sales, Jessica	9/13/2017	Feedback forms	5/30/2018 biweekly
G2.B1.S2.A1 A356540	Plan and implement professional development on how to scaffold higher-order questions.	Wrye, Sue	9/25/2017	sign-in sheet; exit slip;; feedback forms	5/30/2018 one-time
G2.B2.S2.MA1 M380773	Classroom observations - did teachers take skills observed back and implement them into their...	Sales, Jessica	8/14/2017	Classroom observation and feedback forms	5/30/2018 weekly
G2.B2.S2.MA1 M380774	Reviewing teacher feedback and reflection documentation after observation	Sales, Jessica	8/29/2017	teacher feedback and reflection forms	5/30/2018 quarterly
G2.B2.S3.MA1 M380776	Teacher of the Month Recognition	Sales, Jessica	9/13/2017	Early Release Agendas	5/30/2018 monthly
G1.MA1 M380764	Results from the District Parent Survey	Sales, Jessica	2/1/2018	The District Parent Surveys, the Gallup Survey, and reports from the Wildcats Level Up tracker will be collected.	5/31/2018 one-time
G2.MA1 M380781	Progress Monitoring of Student Data	Sales, Jessica	8/14/2017	Achieve3000; iReady data; Mid-Year Scrimmage Data; Mock EOC data; common assessment data	6/1/2018 quarterly
G1.B1.S1.MA1 M380762	Monitor the number of discipline referrals written	Bibbins, Darrell	9/11/2017	MTSS Workbook which tracks student infractions and all school and district-based interventions taken by the school.	6/1/2018 monthly
G1.B1.S1.MA1 M380763	Keep track of Level Up points for each student and set up rewards to give to students on a periodic...	Bibbins, Darrell	9/11/2017	Wildcats Level Up Tracking System of student incentive points per teacher and rewards tracker to track incentives received by students.	6/1/2018 monthly
G2.B2.S1.MA1 M380771	Conferences with mentors and mentees	Porter, Janelle	8/29/2017	Records of conferences/New Teacher Program documentation	6/1/2018 quarterly
G2.B2.S1.MA1 M380772	Monitor mentoring relationship between mentor and mentee	Porter, Janelle	8/29/2017	New Teacher Program documentation	6/1/2018 quarterly
G2.B2.S1.A1 A356542	Select effective teachers to be mentors for new teachers	Porter, Janelle	8/29/2017	New Teacher Program documentation	6/1/2018 quarterly
G2.B3.S1.MA1 M380777	Observe implementation of new curriculum in the classrooms	Sales, Jessica	8/14/2017	classroom walkthroughs and observations; coaches model how to implement the new curriculum during PLC, coaching cycle, and co-teaching opportunities.	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1  M380778	Administrators will attend PLCs, monitor PLC agendas, inform staff of District wide trainings, and...	Sales, Jessica	8/14/2017	PLC agendas, observation of PLCs, district training sign-in sheets and share-outs.	6/1/2018 weekly
G2.B3.S1.A1  A356546	Teachers attend all available trainings on new curricula	Sales, Jessica	8/14/2017	district sign-in sheets and PD points	6/1/2018 annually
G2.B3.S1.A2  A356547	Academic coaches meet with teachers on a weekly basis during Professional Learning Communities	Sales, Jessica	8/21/2017	PLC agendas	6/1/2018 weekly
G2.B1.S2.MA1  M380768	lesson plans; classroom walkthroughs	Sales, Jessica	8/14/2017	Lesson plans; classroom walkthrough observation forms; admin-teacher feedback forms; faculty discourse	6/1/2018 weekly
G2.B3.S2.MA1  M380779	Data chats to review student data and discuss what works and what needs improvement; classroom...	Sales, Jessica	8/14/2017	Data chat logs, data notebooks, classroom walkthrough observatoins	6/1/2018 quarterly
G2.B3.S2.MA1  M380780	Administrators ensure that a coach or administrator is facilitating common planning with each...	Sales, Jessica	8/14/2017	PLC agendas and participation in PLCs weekly	6/1/2018 weekly
G2.B3.S2.A1  A356548	Academic coaches meet with enrichment teachers weekly during common planning	Porter, Janelle	8/21/2017	PLC agendas	6/1/2018 weekly
G2.B1.S3.MA1  M380769	Review lesson plans for evidence of common planning; Monitor common assessment data	Sales, Jessica	8/14/2017	Lesson plans aligned to state standards and demonstrate evidence of higher-order questions.	6/1/2018 weekly
G2.B1.S3.MA1  M380770	Academic coaches will participate in and facilitate common planning weekly; administrators will...	Sales, Jessica	8/14/2017	PLC agendas, lesson plans and observation of common planning; exit slips	6/1/2018 weekly
G2.B2.S3.MA1  M380775	Have all faculty and staff complete school climate survey	Sales, Jessica	9/27/2017	School climate survey data.	6/1/2018 semiannually
G1.B1.S1.A1  A356538	Implement a school-based positive behavior intervention system, called Wildcats Level Up, and train...	Taft, Donald	9/12/2017	Mr. Bibbins will conduct training for teachers on the Wildcats Level Up PBIS school-based system and have teachers sign in. Mr. Bibbins will also monitor the number of Level Up points given to students and rewards will be given to students based on those points.	6/8/2018 one-time
G2.B1.S3.A1  A356541	Collaborative planning	Sales, Jessica	8/7/2017	Professional Learning Community Agendas, administrator, and coach attendance.	6/8/2018 weekly
G2.B2.S3.A2  A356545	Distribute Wildcat Wonder awards monthly	Seward, Esther	8/14/2017	Agendas from Early Release; certificates	6/8/2018 monthly

V. Professional Development Opportunities

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

G1. If the school can increase student accountability for their behavior in common areas and classrooms, then there will be a more positive school climate and culture.

G1.B1 Negative actions taken by students which lead to negative perceptions of the school by parents and the community.

G1.B1.S1 Implement the use of a school-based positive behavior intervention system, called Wildcats Level Up to track and reinforce positive behaviors.

PD Opportunity 1

Implement a school-based positive behavior intervention system, called Wildcats Level Up, and train teachers on its purpose and how to effectively use the system.

Facilitator

Mr. Taft

Participants

All teachers

Schedule

On 6/8/2018

G2. If the school implements the four pillars of instruction (which include student engagement, demonstrating understanding, taking ownership of work, and rigorous instruction), then the percentage of proficient students should increase, including those who lost proficiency in the prior school term, as well as the percentage of students who make gains on all state assessments; also including those in the bottom quartile.

G2.B1 Teachers do not scaffold higher-order questions effectively in all lessons.

G2.B1.S2 School-wide professional development on how to scaffold higher-order questions.

PD Opportunity 1

Plan and implement professional development on how to scaffold higher-order questions.

Facilitator

Academic coaches

Participants

All teachers

Schedule

On 5/30/2018

G2.B1.S3 Content area teachers will engage in collaborative planning.

PD Opportunity 1

Collaborative planning

Facilitator

Academic Coaches & Administrators

Participants

All content-area teachers

Schedule

Weekly, from 8/7/2017 to 6/8/2018

G2.B3 Knowledge and implementation of new curricula.

G2.B3.S1 Continuous professional development during professional learning communities (and District trainings) with the support of district specialists.

PD Opportunity 1

Teachers attend all available trainings on new curricula

Facilitator

District Specialists/Directors

Participants

All content area teachers

Schedule

Annually, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement a school-based positive behavior intervention system, called Wildcats Level Up, and train teachers on its purpose and how to effectively use the system.	\$0.00
2	G2.B1.S1.A1	Reading Coach will model how to effectively implement quarterly reading strategies	\$0.00
3	G2.B1.S2.A1	Plan and implement professional development on how to scaffold higher-order questions.	\$0.00
4	G2.B1.S3.A1	Collaborative planning	\$0.00
5	G2.B2.S1.A1	Select effective teachers to be mentors for new teachers	\$0.00
6	G2.B2.S2.A1	Identify model classrooms	\$0.00
7	G2.B2.S3.A1	Administrators consistently provide positive verbal recognition	\$0.00
8	G2.B2.S3.A2	Distribute Wildcat Wonder awards monthly	\$0.00
9	G2.B3.S1.A1	Teachers attend all available trainings on new curricula	\$0.00
10	G2.B3.S1.A2	Academic coaches meet with teachers on a weekly basis during Professional Learning Communities	\$0.00
11	G2.B3.S2.A1	Academic coaches meet with enrichment teachers weekly during common planning	\$0.00
Total:			\$0.00