Highlands Middle School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	F*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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

Name	Title
Sales, Jessica	Principal
Porter, Janelle	Assistant Principal
Taft, Donald	Dean
Harvey, Latisha	Assistant Principal
Eichelberger, Tameka	Instructional Coach
Thomas, Tangelar	Instructional Coach
McLaurin, Tiaerra	Dean
Nelson, Chauncey	School Counselor

Duties

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 Latisha Harvey) 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 celebrate successes.

Department Chairs (ELA/Reading/Math/Social Studies/Science): Department Chairs Michelle Daye, Katrina Hendon, Jamie Howard and Melina Hogue 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,Theresa Cornelious, George Williams, and Leteia Schwander) 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, Tangelar Thomas and Tameka Eichelberger, 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: (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 Tiaerra McLaurin) 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.

Early Warning Systems

Year 2017-18

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Student proficiency levels in Reading, Math and Science were the lowest data components for the year. This has been a historic trend for Highlands MS.

Which data component showed the greatest decline from prior year?

Math Learning Gains showed the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

Reading and Math Proficiency both have a 29% gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Social Studies showed a 25% improvement from the prior year, and is currently 4% above the state average. This has not been a trend for Highlands in prior years.

Describe the actions or changes that led to the improvement in this area.

Social Studies showed improvement due to the following actions:
Scheduling students with lower reading scores into Law Studies to provide more access to Civics curriculum concepts before being scheduled into the Civics course.
More intensive data tracking and remediation for the students scheduled into Civics.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	24%	42%	53%	28%	42%	52%
ELA Learning Gains	36%	47%	54%	44%	48%	53%
ELA Lowest 25th Percentile	39%	44%	47%	48%	44%	45%
Math Achievement	29%	46%	58%	31%	43%	55%
Math Learning Gains	38%	50%	57%	45%	49%	55%
Math Lowest 25th Percentile	35%	47%	51%	44%	45%	47%
Science Achievement	26%	45%	52%	29%	42%	50%
Social Studies Achievement	76%	82%	72%	52%	59%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (14)	0 (15)	0 (16)	0 (45)
One or more suspensions	0 (103)	0 (78)	0 (63)	0 (244)
Course failure in ELA or Math	0 (15)	0 (27)	0 (20)	0 (62)
Level 1 on statewide assessment	0 (98)	0 (138)	0 (138)	0 (374)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	28%	44%	-16%	52%	-24%
	2017	24%	43%	-19%	52%	-28%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	16%	41%	-25%	51%	-35%
	2017	29%	44%	-15%	52%	-23%
Same Grade Comparison		-13%				
Cohort Comparison		-8%				
08	2018	27%	51%	-24%	58%	-31%
	2017	30%	50%	-20%	55%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	42%	-19%	52%	-29%
	2017	24%	39%	-15%	51%	-27%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	31%	50%	-19%	54%	-23%
	2017	27%	48%	-21%	53%	-26%
Same Grade Comparison		4%				
Cohort Comparison		7%				
08	2018	10%	31%	-21%	45%	-35%
	2017	34%	32%	2%	46%	-12%
Same Grade Comparison		-24%				
Cohort Comparison		-17%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	26%	44%	-18%	50%	-24%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	84%	84%	0%	71%	13%
2017	51%	65%	-14%	69%	-18%
Compare		33%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	61%	30%	62%	29%
2017	93%	70%	23%	60%	33%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	29	32	15	27	18	10				
ELL	20	42		30	50						
BLK	22	35	41	27	36	35	23	73	55		
HSP	48	54			48	56			45		
MUL	48	35		43	45						
WHT	28	38	33	34	48	40	35		55		
FRL	22	35	39	27	36	36	24	71	79		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	26	27	13	36	31	20	28			
ELL	18			9							
BLK	24	37	33	31	46	39	30	48	83		
HSP	59	72		48	63		65				
MUL	44	53		50	63						
WHT	37	51	38	40	48	53	42	62			
FRL	26	40	36	31	45	36	33	49	83		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Achievement
Rationale	The overall level of proficiency is currently 24% in comparison to the state's average of 53%. The school has demonstrated a 3% decrease in overall proficiency from 2017 to 2018. Reading proficiency decreased in every grade level during the 2018 school year.
Intended Outcome	The goal is to increase proficiency to trend more closely to the district and state's current level of demonstrated proficiency levels per grade level band.This will require a gain of approximately 15% school-wide.
Point Person	Latisha Harvey (harveyl2@duvalschools.org)
Action Step	
Description	*Utilize Reading coach to provide targeted Professional Development for Reading/ELA Teachers to address small group and differentiated instructional practices through the use of the Reading/ELA Framework, curriculum and supplemental resources. *Implement Teengagement as a structured component of our Reading curriculum to ensure student access to grade level text and strategies as we focus on students that we need to move to proficiency and earn learning gains. This will also include Professional Development for Reading teachers throughout the course of the year facilitated by Teengagement trainers. *Implement SRA Corrective Reading Instruction as a structured component of our Reading curriculum to support disfluent readers across grade levels. This will include Professional Development for Reading teachers, our Reading Coach and our Reading administrator facilitated by Corrective Reading trainers. *Utilize Reading Interventionist to provide small group instruction for level 2 students that need to demonstrate learning gains and/or move to proficiency. *Schedule all level 1 students into Intensive Reading as a supplement to their ELA classes. These students will be double blocked into Intensive Reading courses as our school's master schedule permits. *After-school/and or Saturday School focused on Reading tutoring will be organized from Oct-Feb to provide Tier 3 support to level 1 and 2 students who are able to register for after school support sessions.
Person Responsible	Latisha Harvey (harveyl2@duvalschools.org)
Plan to Monitor Effectiveness	
Description	*Monthly review of student lexile growth via Achieve3000 data reports *Weekly review of student performance on Exit Tickets, Unit and District Assessments in PLC meetings to drive instructional lesson planning *Weekly Teacher/Student data chats and goal setting sessions to increase student efficacy and ownership *Monthly Teacher/Administrative data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs *Weekly Administrative observations of instructional practices in classrooms
Person Responsible	Latisha Harvey (harveyl2@duvalschools.org)

Activity #2	
Title	Math Achievement
Rationale	The overall level of proficiency is currently 29% in comparison to the state's average of 58%. The school has demonstrated a 4% decrease in overall proficiency from 2017 to 2018. Math proficiency decreased in every grade level during the 2018 school year.
Intended Outcome	The goal is to increase proficiency to trend more closely to the district and state's current level of demonstrated proficiency levels per grade level band.This will require a gain of approximately 10% school-wide.
Point Person	Jessica Sales (salesj@duvalschools.org)

Action Step	
Description	*Utilize Math coach to provide targeted Professional Development for Math Teachers to address small group and differentiated instructional practices through the use of the Mathematics Framework, curriculum and supplemental resources. *Utilize Math Interventionist to provide small group instruction for level 1 students that need to demonstrate learning gains and/or move to proficiency that were not double blocked into Intensive Math courses due to Master Scheduling constraints. *Schedule level 1 and 2 students into Intensive Mathematics as a supplement to their core Mathematics classes. These students will be double blocked into Intensive Math courses as our school's master schedule permits. *After-school/and or Saturday School focused on Math tutoring will be organized from Oct-Feb to provide Tier 3 support to level 1 and 2 students who are able to register for after school support sessions. *Utilize Math coach to provide targeted Professional Development for Math Teachers to address small group instructional practices and use of resources (i.e. student data, i-ready Teacher Toolkit, etc) to support implementation of small group remediation.
Person Responsible	Jessica Sales (salesj@duvalschools.org)

Plan to Monitor Effectiveness	
Description	* Monthly review of student growth via district i-Ready, Module, Mid-Module and teacher-created Unit exams. *Weekly review of student performance on exit tickets, unit, and District Assessments in PLC meetings to drive instruction *Weekly Teacher/Student data chats and goal setting sessions to increase student efficacy and ownership *Monthly Teacher/Administrative data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs *Weekly Administrative observations of instructional practices in classrooms *Implementation of Acaletics for support with math instruction during Math and Intensive Math classes will be utilized to support math fluency of our students. Acaletics trainers will provide Professional Development for all Math teachers, our Math coach and Math administrator.
Person Responsible	Jessica Sales (salesj@duvalschools.org)

Activity #3	
Title	Science Achievement
Rationale	The overall level of proficiency is currently 26% in comparison to the state's average of 52%. The school has demonstrated a 8% decrease in overall proficiency from 2017 to 2018. Reading proficiency decreased in every grade level during the 2018 school year.

Intended Outcome	The goal is to increase proficiency to trend more closely to the district and state's current level of demonstrated proficiency levels per grade level band.This will require a gain of approximately 10% school-wide.
Point Person	Janelle Porter (porterj@duvalschools.org)

Action Step	
Description	*Utilize shared Science specialist to provide targeted Professional Development for 8th grade Science Teachers to address small group and differentiated instructional practices through the use of the Science Framework, curriculum and supplemental resources. *Implement Study Island as a structured component of our 8th grade Science curriculum to ensure student access to blended learning resources aligned to grade level text and activities. This will also include virtual Professional Development and webinars for 8th grade Science teachers throughout the course of the year facilitated by Study Island trainers. *Utilize shared Science specialist to provide small group instruction for target students that need to demonstrate proficiency. *After-school/and or Saturday School focused on Science tutoring will be organized from Oct-Feb to provide Tier 3 support to target students who are able to register for after school support sessions.
Person Responsible	Janelle Porter (porterj@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Monthly review of student academic growth via Study Island data reports *Weekly review of student performance on Unit and District Assessments in PLC meetings to drive instruction *Weekly Teacher/Student data chats and goal setting sessions to increase student efficacy and ownership *Monthly Teacher/Administrative data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs *Weekly Administrative observations of instructional practices in classrooms
Person Responsible	Janelle Porter (porterj@duvalschools.org)

Activity #4	
Title	Civics Achievement
Rationale	The overall level of proficiency is currently 76% in comparison to the state's average of 74%. The school has demonstrated a 25% increase in overall proficiency from 2017 to 2018. The rationale for including Civics as an area of improvement is to ensure that we maintain our proficiency levels for the year.
Intended Outcome	The goal is to maintain proficiency as demonstrated during the 2017 school term.
Point Person	Janelle Porter (porterj@duvalschools.org)
Action Step	
Description	*After-school/and or Saturday School focused on Civics tutoring will be organized from Oct-Feb to provide Tier 3 support to level 1 and 2 Reading students enrolled in Civics who are able to register for after school support sessions.
Person Responsible	Janelle Porter (porterj@duvalschools.org)
Plan to Monitor Effectiveness	
Description	*Utilize Social Studies admin/Reading coach to provide targeted Professional Development for Law Studies/Civics Teachers to address small group and differentiated instructional practices through the use of the Law Studies/Civics Framework, curriculum and supplemental resources. *After-school/and or Saturday School focused on Civics tutoring will be organized from Oct-Feb to provide Tier 3 support to level 1 and 2 students who are able to register for after school support sessions. *Weekly Administrative observations of instructional practices in classrooms
Person Responsible	Janelle Porter (porterj@duvalschools.org)

Activity #5	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Jessica Sales (salesj@duvalschools.org)

Action Step	
Description	o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.
Person Responsible	Jessica Sales (salesj@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Jessica Sales (salesj@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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;

PFEP Link

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

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.

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

For our outgoing cohorts, we host an annual Transition to High School Showcase in January. This showcase provides students and parents the opportunity to speak with representatives from various high schools that are looking to recruit 9th grade students from our school. Students receive information regarding each school's program in time to submit any School Choice documents prior to district deadlines.
For our incoming cohorts, both school counselors travel to various 5th grade Parent Night events to showcase our school programs and encourage parents and students to attend our school tours that are hosted in January and February. We also invite our feeder schools for a Rising 6th Grade tour of Highlands so that they have the opportunity to walk the halls of their future school and ask questions about what we have to offer them.

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.

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.

Part V: Budget	
Total:	**$365,512.50**