Hill Gustat Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Hill Gustat Middle School

4700 SCHUMACHER RD, Sebring, FL 33872

http://www.highlands.k12.fl.us/~hgm

Demographics

Principal: Shane Ward

Start Date for this Principal: 8/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (56%) 2016-17: C (53%) 2015-16: C (52%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Hill Gustat Middle School

4700 SCHUMACHER RD, Sebring, FL 33872

http://www.highlands.k12.fl.us/~hgm

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

74%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

62%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

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.

By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens.

Provide the school's vision statement.

Unlock Your Potential- Discover Greatness!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Doty, Chris	Principal	
Douberley, Kim	Instructional Technology	
Hayes, Rachel	Teacher, K-12	
Long, Rachel	Teacher, K-12	
Johnson, Lisa	Teacher, K-12	
Portis, Trisha	Instructional Coach	
Hinson, Stacey	Assistant Principal	
moses, cassandra	Instructional Coach	Literacy Curriculum Resource Teacher
Huitchison, Todd	Teacher, K-12	Social Studies Teacher
Hughes, Tara	Teacher, K-12	ELA Teacher
Gill, Jaki	Teacher, K-12	ELA teacher

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	250	261	226	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	26	30	42	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	2	3	6	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	58	47	51	0	0	0	0	156
Level 1 on statewide assessment	0	0	0	0	0	0	95	112	111	0	0	0	0	318

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	37	34	41	0	0	0	0	112

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	1	1	5	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	3	4	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	45%	54%	51%	46%	52%
ELA Learning Gains	55%	47%	54%	51%	50%	54%
ELA Lowest 25th Percentile	51%	36%	47%	37%	37%	44%
Math Achievement	61%	52%	58%	54%	51%	56%
Math Learning Gains	57%	52%	57%	53%	53%	57%
Math Lowest 25th Percentile	46%	40%	51%	50%	47%	50%
Science Achievement	55%	42%	51%	46%	37%	50%
Social Studies Achievement	74%	63%	72%	67%	58%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	250 (0)	261 (0)	226 (0)	737 (0)
Attendance below 90 percent	26 (0)	30 (0)	42 (0)	98 (0)
One or more suspensions	2 (0)	3 (0)	6 (0)	11 (0)
Course failure in ELA or Math	58 (0)	47 (0)	51 (0)	156 (0)
Level 1 on statewide assessment	95 (0)	112 (0)	111 (0)	318 (0)

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	55%	44%	11%	54%	1%
	2018	50%	44%	6%	52%	-2%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	48%	40%	8%	52%	-4%
	2018	46%	39%	7%	51%	-5%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
08	2019	59%	46%	13%	56%	3%
	2018	56%	53%	3%	58%	-2%
Same Grade Comparison		3%				
Cohort Comparison		13%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	52%	44%	8%	55%	-3%
	2018	52%	44%	8%	52%	0%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	55%	49%	6%	54%	1%
	2018	51%	48%	3%	54%	-3%
Same Grade Comparison		4%				
Cohort Comparison		3%				
08	2019	60%	44%	16%	46%	14%
	2018	46%	36%	10%	45%	1%
Same Grade Comparison		14%				
Cohort Comparison		9%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	54%	41%	13%	48%	6%
	2018	46%	43%	3%	50%	-4%
Same Grade Comparison		8%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	60%	11%	71%	0%
2018	66%	54%	12%	71%	-5%
Compare		5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	52%	37%	61%	28%
2018	93%	53%	40%	62%	31%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	55%	40%	57%	38%
2018	100%	56%	44%	56%	44%
Compare		-5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	40	39	34	46	38	30	50			
ELL	4	53	53	23	52	48		45			
ASN	90	77		90	74		71		87		
BLK	33	40	33	35	36	35	32	53			
HSP	48	53	46	54	59	41	46	64	51		
MUL	76	64		71	67		82				
WHT	62	58	65	71	60	61	63	87	55		
FRL	49	53	50	55	53	42	49	70	52		

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	25	45	49	30	48	43	15	45			
ELL	33	45	38	36	50	47		33			
ASN	88	87		84	84			79	100		
BLK	40	54	53	36	50	43	32	62	62		
HSP	48	51	43	53	58	40	46	61	65		

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
MUL	64	41		68	55			90			
WHT	54	54	48	67	65	53	53	79	60		
FRL	49	53	47	54	59	46	40	67	57		

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	11	31	33	12	35	36	17	38			
ELL	24	57	60	21	41	58					
ASN	83	79		82	75		85		100		
BLK	34	38	34	41	54	50	20	66	80		
HSP	47	52	43	46	52	45	41	68	66		
MUL	52	55		60	41		55				
WHT	55	50	30	60	53	52	53	65	66		
FRL	43	45	33	46	48	48	35	60	64		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Although we showed improvement in ELA Achievement for SWD in raw data up 2% from 25% to 27%, it is still our lowest and weakest data point.

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

Our greatest decline in the raw data was in ELA LG with L25% declining by 20% from 53% in 2018 to 33% in 2019. Our overall data increased and met state averages or above in most areas. Our curriculum is aligned and paced accordingly. We did have new teachers is ELA who were not education trained, one struggling significantly with classroom control in the first semester.

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

The greatest gap compared to the state average was in the Math LG L25%. State Average was 51% and HGMS was 46%. We had a 2 new teachers in our math department. Although their lesson plans reflected standards based instruction, engagement was an issue. This directly impacted the growth in one 6th grade teacher's classes in a negative way.

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

We saw a 7% increase in our Science data from 2018 to 2019. We have acquired 3 new Science Teachers so our plan will be to acclimate them to our pacing guide, continue standards based instruction, and use our Professional Learning Communities to maintain our current levels and strive to improve.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

HGMS has had an increase in discipline referrals in the 18-19 school year.We are implementing a school culture transformation team to address the culture. We have 112 students currently meeting 2 or more indicators in the EWS. We have scheduled these students carefully, targeted the SF they will receive, and created transformation teams to address the areas necessary to increase student engagement.

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

1. Increase ELA Achievement with SWD subgroup.
2. Increase Math Achievement with SWD subgroup.
3. Increase ELA Achievement with BLK subgroup.
4. Increase MAth Achievement with BLK subgroup.
5. Increase Math Achievement with ELL subgroup.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement - SWD
Rationale	Although we saw a 2% increase, it is still significantly lower than peers.
State the measurable outcome the school plans to achieve	Show an increase of 2% in ELA Achievement for SWD subgroup.
Person responsible for monitoring outcome	Stacey Hinson (hinsons@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. Students will be placed in Reading Support Classes to assist them with skills to help with the general curriculum. SF will be implemented in a manner to serve more students effectively.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports prescribed in the IEP, we should see increased time on task with grade level text.
Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor 5. Adjust as needed.
Person Responsible	Chris Doty (dotyc@highlands.k12.fl.us)

#2	
Title	ELA Achievement - BLK
Rationale	Although we saw a 7% decrease and is still significantly lower than peers.

State the measurable outcome the school plans to achieve	Show an increase of 2% in ELA Achievement for BLK subgroup.
Person responsible for monitoring outcome	Chris Doty (dotyc@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. Students will be placed in Reading Support Classes to assist them with skills to help with the general curriculum. SF will be implemented in a manner to serve more students effectively.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports with additional time in text with Reading Support Classes, all teachers trained in NGCAR-PD; we should see increased time on task with grade level text.
Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Literacy Coach to schedule Reading Support and pull-outs. 4. Progress Monitor 5. Adjust as needed.
Person Responsible	Chris Doty (dotyc@highlands.k12.fl.us)

#3	
Title	Math Achievement - SWD
Rationale	Although we saw an increase in our Math Achievement from 30% to 34%, these students are performing below their peers.

State the measurable outcome the school plans to achieve	Show an increase of 2% in Math Achievement for SWD subgroup.
Person responsible for monitoring outcome	Trisha Portis (portisp@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. SF will be implemented in a manner to serve more students effectively.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports with additional time with Math Support for targeted students, all teachers trained in NGCAR-PD; we should see increased time on task with grade level text and decoding what operations need to be used to solve the problem.

Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor 5. Adjust as needed.
Person Responsible	Trisha Portis (portisp@highlands.k12.fl.us)

#4	
Title	Math Achievement - BLK
Rationale	Although we only decreased by one percentage point in achievement, students are not achieving at the same rate as their peers.

State the measurable outcome the school plans to achieve	Show an increase of 2% in Math Achievement for BLK subgroup.
Person responsible for monitoring outcome	Trisha Portis (portisp@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. SF will be implemented in a manner to serve more students effectively.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports with additional time with Math Support for targeted students, all teachers trained in NGCAR-PD; we should see increased time on task with grade level text and decoding what operations need to be used to solve the problem.

Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor with Math Coach 5. Adjust as needed.
Person Responsible	Trisha Portis (portisp@highlands.k12.fl.us)

#5	
Title	Math Achievement - ELL
Rationale	AELL students decreased significantly from 36% to 23% in the raw data. Students are not achieving at the same rate as their peers.

State the measurable outcome the school plans to achieve	Show an increase of 2% in Math Achievement for ELL subgroup.
Person responsible for monitoring outcome	Trisha Portis (portisp@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. SF will be implemented in a manner to serve more students effectively.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports with additional time with Math Support for targeted students, all teachers trained in NGCAR-PD; we should see increased time on task with grade level text and decoding what operations need to be used to solve the problem.

Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor with Math Coach 5. Adjust as needed.
Person Responsible	Chris Doty (dotyc@highlands.k12.fl.us)

#6	
Title	Science
Rationale	Although we increase by 7% to 55% achieving a Level 3 and above, it is below what we should expect.In addition, we have 3 new teachers in the content
State the measurable outcome the school plans to achieve	Increase by 2% on Science Achievement.
Person responsible for monitoring outcome	Rachel Long (longr@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. Students will be placed in Reading Support Classes to assist them with skills to help with the general curriculum.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports prescribed in the IEP, 504 plans, and MTSS; we should see increased time on task with grade level text. All teachers will be trained in NGCAR-PD which will also increase the time in text with research based strategies.
Action Step	
Description	1. Review data on students to include IEPs,504's testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor through baselines 5. Adjust as needed.
Person Responsible	Rachel Long (longr@highlands.k12.fl.us)

#7	
Title	Middle School Acceleration
Rationale	We saw a decrease in student achievement in acceleration classes.

State the measurable outcome the school plans to achieve	Increase achievement in accelerated classes 2%.
Person responsible for monitoring outcome	Trisha Portis (portisp@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. SF will be implemented in a manner to serve more students effectively.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports with additional time with Math Support for targeted students, all teachers trained in NGCAR-PD; we should see increased time on task with grade level text and decoding what operations need to be used to solve the problem.

Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor with Math Coach 5. Adjust as needed.
Person Responsible	Trisha Portis (portisp@highlands.k12.fl.us)

#8	
Title	Social Studies
Rationale	74% of our students achieved a Level 3 or higher on the Civics EOC, which was a 3% increase from the previous year..

State the measurable outcome the school plans to achieve	Maintain or increase the percentage of students achieving level 3 or higher on the Civics EOC.
Person responsible for monitoring outcome	Chris Doty (dotyc@highlands.k12.fl.us)
Evidence-based Strategy	Target and dagger the students who need additional support. Place them with our strongest teachers. Pull for intervention based on PLC discussions on common assessments. Students will be placed in Reading Support Classes to assist them with skills to help with the general curriculum. SF will be implemented in a manner to serve more students effectively. All teachers have been NGCAR-PD trained which will increase time in text using research based strategies.
Rationale for Evidence-based Strategy	We know that students who do not have competent teachers lose ground. Therefore, by placing these students with stronger teachers and providing the necessary supports with additional time in text with Reading Support Classes, all teachers trained in NGCAR-PD; we should see increased time on task with grade level text.

Action Step	
Description	1. Review data on students to include IEPs, testing data, discipline, attendance, diagnostic etc. 2. Create a Master Schedule 3. Consult with Head ESE Teacher to schedule Support Facilitation. 4. Progress Monitor using baselines 5. Adjust as needed.
Person Responsible	Chris Doty (dotyc@highlands.k12.fl.us)

#9	
Title	Discipline
Rationale	Referrals increased in the 18-19 school year to 759.
State the measurable outcome the school plans to achieve	Decrease by 5%
Person responsible for monitoring outcome	Chris Doty (dotyc@highlands.k12.fl.us)
Evidence-based Strategy	Using strategies from PBIS, we will reinforce positive behaviors using a school-wide token economy system. Our Transformation Team will take control of changing the school culture.
Rationale for Evidence-based Strategy	Recognizing that students who get in trouble miss the initial instruction of their teachers, we know that reducing student discipline will increase student time on task with grade level standards and text.
Action Step	
Description	1. Review data on students to include, discipline, attendance, diagnostic etc. 2. Create a process for change to take place. 3. Consult with Transformation Team and Dean 4. Progress Monitor with MTSS 5. Adjust as needed.
Person Responsible	Chris Doty (dotyc@highlands.k12.fl.us)

#10	
Title	Attendance
Rationale	98 students or approximately 7% of our student body missed 10% or more of the school year.
State the measurable outcome the school plans to achieve	Reduce the number of students missing 10% or more of the school year for non-school related activities by 2%.
Person responsible for monitoring outcome	Chris Doty (dotyc@highlands.k12.fl.us)
Evidence-based Strategy	We will be utilizing relationship building, mentoring, and elements of PBIS to reinforce student behavior. Transformation Teams will be attacking various areas to include school climate and culture.
Rationale for Evidence-based Strategy	Schools that have a climate where kids want to engage increases student attendance.
Action Step	
Description	1. Introduce Transformation Teams to the Staff. 2. Sign ups for TT staff feel passionate about. 3. Meet to discuss the initiatives, calendar, and implement. 4.Take climate surveys from various students. 5. Research and Development - PD on Mentoring students.
Person Responsible	Chris Doty (dotyc@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

HGMS employees a plethora of ways to build positive relationships with families. Each month every teacher sends home at least 4 post cards per month of positivity for students. During the year, we host several events such as e Dads Take Their Kids to School as well as an Open House and Report Card Pick Up Night. All parents are invited to join us for the monthly PTO and SAC meetings. In addition, parents can request conferences on Wednesdays or Fridays with one or all teachers to discuss successes or concerns.

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 Responsive Services that we provide that assist students who need immediate help due to social-emotional needs are: Individual and small group counseling, crisis counseling (intervening, debriefing, or teaching prevention strategies), consulting/collaborating (with the students and those who also work with the students), and making referrals (for those students with more serious disorders that require more in-depth or long term counseling). MTSS team meets multiple times a month to discuss students with barriers to academic and social success. Check-in, check-out, and Connect Ed (auto- calling program) policies in place to track attendance and notify parents of absences. All students will be receiving a minimum of 5 hours of instruction on the topics that were identified in the law.

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

Incoming sixth graders have two opportunities to become oriented to HGMS. First, prospective students come with their current 5th grade class for a visit during school hours. Students attend an assembly on academic, behavioral, and attendance expectations given by administration and guidance. During this time, chorus and band students give brief performances. Fifth grade students then do a campus tour with members of NJHS or student government, visiting classrooms and points of interest.
The second opportunity for students to visit HGMS happens in the evening and parent attendance is encouraged. Again, academic, behavioral, and attendance expectations provided in a presentation by administration and guidance during a brief assembly. This is followed by parents and rising sixth graders visiting sixth grade teachers while adhering to a mock schedule. Teachers provide information about individual class expectations and supply lists. Rising ninth graders have the opportunity to participate in similar activities offered by APHS/SHS. In addition, guidance counselors from the high school make several visits to talk about academic opportunities and choices and programs that vary from the norm, such as the IB programme and the Career Academy. Counselors also come to help students design their

schedules and answer questions that students may have about high school in general or APHS/SHS specifically.

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

The principal, assistant principal, literacy coach, math coach, and AVID Coordinator meet weekly to review progress. They identify areas of concern and analyze possible solutions for effectiveness and efficiency. The other instructional coaches are pulled in as needed to assist with instructional needs. The Curriculum Leadership Team (CLT) members meets bi-monthly, but also on an as-needed basis in order to provide assistance to faculty members in a timely manner. The district leadership team (iTRT, science, math, reading content area specialists) visits the school on an as-needed basis to discuss current data, trends, and student needs based on that information. All parties are immediately accessible by e-mail or phone. Administrators, LCRT, have an open-door policy and all parties are encouraged to bring concerns as they arise. HGMS is committed to using student data to guide curriculum and instruction at the school and use the information to increase student achievement. All funds are coordinated through the School Board of Highlands County.

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

Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: Band, Chorus, Art, AgScience, Journalism, or Computer Applications. In addition, 8th grade students are required to take a Career Planning class that focuses on seeking and sustaining employment. Career Planning also includes the development of a four-year High School Plan and is completed with their U.S. History classes. Guidance Counselors work with both students and Social Studies teachers in assisting students in developing their four-year plans. Selected students also have the opportunity to participate in HGMS's AVID program. AVID focuses on self-monitoring of self-determined goals. HGMS uses SpringBoard, the county-adopted language arts text, which is a rigorous language arts programs that prepares students for the expectations of college and career.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ELA Achievement - SWD**	$0.00
2	III.A.	**Areas of Focus: ELA Achievement - BLK**	$0.00
3	III.A.	**Areas of Focus: Math Achievement - SWD**	$0.00
4	III.A.	**Areas of Focus: Math Achievement - BLK**	$0.00
5	III.A.	**Areas of Focus: Math Achievement - ELL**	$0.00
6	III.A.	**Areas of Focus: Science**	$0.00
7	III.A.	**Areas of Focus: Middle School Acceleration**	$0.00
8	III.A.	**Areas of Focus: Social Studies**	$0.00

9	III.A.	Areas of Focus: Discipline	$0.00
10	III.A.	Areas of Focus: Attendance	$0.00
		Total:	$0.00