

Duval County Public Schools

Highlands Middle School



2020-21 Schoolwide Improvement Plan

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Highlands Middle School

10913 PINE ESTATES RD E, Jacksonville, FL 32218

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

Demographics

Principal: Leon Mungin

Start Date for this Principal: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: D (40%) 2016-17: C (44%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2019-20 Title I School	2019-20 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	89%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Highlands Middle School is committed to providing students and families a high quality education that prepares students, academically and socially, for college and career ready opportunities.

Provide the school's vision statement.

At Highlands, students are empowered to excel in a safe learning environment that instills pride and cultivates productive citizens and future leaders.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
DeWese, Anna	Principal	Dr. DeWese is the principal at Highlands Middle and is responsible for the day to day functions of the school in regards to curriculum, instruction, safety, and community outreach.
Taft, Donald	Dean	
Delice, Janerica	School Counselor	School Counseling
Atwater, Antoine	Dean	Student Management
Clayton , Trevor	Assistant Principal	Instructional Leader
Jackson, Mary	Assistant Principal	Instructional Leader
Cook, Dedra	Instructional Coach	Instructional Math Support
Lane, Benard	Dean	Student Management
Jackson, Tamara	School Counselor	School Counseling

Demographic Information

Principal start date

Wednesday 7/1/2020, Leon Mungin

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

0

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

0

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 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
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2019-20 School Improvement (SI) Information*	
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Year	

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

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	204	0	0	0	0	0	0	204
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/30/2020

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		
Number of students enrolled	0	0	0	0	0	0	279	307	306	0	0	0	0	892	
Attendance below 90 percent	0	0	0	0	0	0	5	10	5	0	0	0	0	20	
One or more suspensions	0	0	0	0	0	0	4	10	5	0	0	0	0	19	
Course failure in ELA or Math	0	0	0	0	0	0	92	94	84	0	0	0	0	270	
Level 1 on statewide assessment	0	0	0	0	0	0	214	261	196	0	0	0	0	671	

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	98	122	83	0	0	0	0	303	

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	9	16	2	0	0	0	0	27
Students retained two or more times	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		
Number of students enrolled	0	0	0	0	0	0	279	307	306	0	0	0	0	892	
Attendance below 90 percent	0	0	0	0	0	0	5	10	5	0	0	0	0	20	
One or more suspensions	0	0	0	0	0	0	4	10	5	0	0	0	0	19	
Course failure in ELA or Math	0	0	0	0	0	0	92	94	84	0	0	0	0	270	
Level 1 on statewide assessment	0	0	0	0	0	0	214	261	196	0	0	0	0	671	

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	98	122	83	0	0	0	0	303	

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	9	16	2	0	0	0	0	27	
Students retained two or more times	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	28%	43%	54%	27%	41%	52%
ELA Learning Gains	40%	49%	54%	40%	48%	54%
ELA Lowest 25th Percentile	42%	45%	47%	34%	43%	44%
Math Achievement	31%	49%	58%	33%	44%	56%
Math Learning Gains	34%	50%	57%	48%	49%	57%
Math Lowest 25th Percentile	30%	47%	51%	40%	46%	50%
Science Achievement	25%	44%	51%	35%	45%	50%
Social Studies Achievement	40%	68%	72%	51%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	47%	-14%	54%	-21%
	2018	28%	44%	-16%	52%	-24%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	25%	44%	-19%	52%	-27%
	2018	16%	41%	-25%	51%	-35%
Same Grade Comparison		9%				
Cohort Comparison		-3%				
08	2019	25%	49%	-24%	56%	-31%
	2018	27%	51%	-24%	58%	-31%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	25%	51%	-26%	55%	-30%
	2018	23%	42%	-19%	52%	-29%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	31%	47%	-16%	54%	-23%
	2018	31%	50%	-19%	54%	-23%
Same Grade Comparison		0%				
Cohort Comparison		8%				
08	2019	14%	32%	-18%	46%	-32%
	2018	10%	31%	-21%	45%	-35%
Same Grade Comparison		4%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	24%	40%	-16%	48%	-24%
	2018	26%	44%	-18%	50%	-24%
Same Grade Comparison		-2%				
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	39%	69%	-30%	71%	-32%
2018	84%	84%	0%	71%	13%
Compare		-45%			
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	91%	57%	34%	61%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	61%	30%	62%	29%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	18	35	32	14	26	25	9	29			
ELL	23	36		54	29						
BLK	27	39	43	29	35	31	23	37	92		
HSP	41	52		48	20			50			
MUL	42	42		54	47						
WHT	27	46	27	33	27	15	29	52			
FRL	25	37	41	27	34	29	21	36	90		
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		

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)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Understanding there was no school grade for the 2020 school year, it is difficult to explain trends in data as the school was led by three principals since the time of test. That being stated, the 2019 data, several components performed below expectations.

- Grades 6, 7, and 8 math achievement dropped
- Grade 8 Civics achievement dropped
- Grade 8 science achievement is stagnant

Mitigating factors include:

- a lack of knowledge of the planning, instruction, assessment process
- a lack of implications of how positive relationships, rigor, and relevant instruction and classroom

management impacts achievement

- a lack of behavioral systems which negatively impact learning

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

Understanding there was no school grade for the 2020 school year, it is difficult to explain trends in data as the school was led by three principals since the time of test. That being stated the Civics data had a generous decline due to a number of potential factors:

- a lack of knowledge of the planning, instruction, assessment process
- a lack of implications of how positive relationships, rigor, and relevant instruction and classroom management impacts achievement
- a lack of behavioral systems which negatively impact learning

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.

Understanding there was no school grade for the 2020 school year, it is difficult to explain trends in data as the school was led by three principals since the time of test. That being stated grades 7 and 8 ELA and grades 6 and 8 math produced the greatest gaps when compared to the state average.

The mitigating factors are potentially the same as those listed above.

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

Understanding there was no school grade for the 2020 school year, it is difficult to explain trends in data as the school was led by three principals since the time of test. That being stated, grade 8 Algebra I produced the greatest improvement. The Algebra I teacher is a veteran teacher at the school and has been employed at the school for a number of years.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on data pulled in June 2020, the amount of overage students enrolled on campus are of grave concern. Oftentimes, overage students have multiple barriers that impede the learning environment. Additionally, the 2019-2020 school year began with 18 teacher vacancies due to VAM scores. These vacancies coupled with multiple admin and discipline staff changes are of grave concern.

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

1. Ensuring all instructional positions are filled prior to the teachers' first day
2. Ensuring all instructional coaching positions are filled, allowing coaches to receive professional development during the summer which will provide support to teachers.
3. Ensuring a quality professional development plan supports standards-based instruction
4. Ensuring a comprehensive PBIS plan is implemented

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Hire a third Assistant Principal

Area of Focus Description and Rationale:

The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors 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. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth

Measurable Outcome:

In ELA, Math, Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.

Person responsible for monitoring outcome:

Anna DeWese (dewesea@duvalschools.org)

Evidence-based Strategy:

As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."
<https://www.jstor.org/stable/3699585?seq=1>

Rationale for Evidence-based Strategy:

Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Steps to Implement

1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
3. 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

Anna DeWese (dewesea@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Improve standards-based instruction through effective lesson planning, instructional delivery, and formative assessment

Area of Focus Description and Rationale: Of the 46 standards focused walk throughs implemented during the 19-20 school year, data shows below average to average rankings when ranking standards focused board alignment (3.1 out of 5), instructional delivery (3.5 out of 5), and aligned assessments (1.8 out of 5). Furthermore, 5 Essential Survey data shows similar data. This data ranks ambitious instruction (weak), supportive environment (very weak), and collaborative teachers (very weak). Therefore, students reflect the Opportunity Myth which postulates students spend most of their time without grade appropriate assignments, strong instruction, deep engagement, and teachers without high expectations.

Measurable Outcome: By year's end, 90% percent of core teachers will develop, and present standards-based lessons and assessments as evidenced by weekly standards walk through data.

Person responsible for monitoring outcome: Anna DeWese (dewesea@duvalschools.org)

Evidence-based Strategy:

1. Provide authentic and relevant professional development that supports standards based planning
2. Implement professional learning communities that support standards-based instruction
3. Conduct classroom walk throughs that scrutinize standards-based instruction

Rationale for Evidence-based Strategy: According to the TNTP's (2005) Opportunity Myth, students perform when resources are evident in daily instruction: grade appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. To support the Opportunity Myth, classroom walk throughs are a catalyst for improvement (Cervone and Martinez-Miller, 2007). Classroom walk throughs ensure teachers lesson plans, instruction, and assessment are aligned to engage students in learning through specific instructional strategies (Pate and Gibson, 2005).

Action Steps to Implement

Support core teachers with specific professional development that focuses on effective lesson planning in core areas (Learning Focused Framework)

Person Responsible Anna DeWese (dewesea@duvalschools.org)

Design planning opportunities that support collaborative planning and assign coaches and administrators to facilitate progress.

Person Responsible Mary Jackson (cohenm@duvalschools.org)

Utilize coaches and regional assistant principals to support core teachers with effective planning, instructional delivery, formative assessments, and data analysis which cater to the learning arcs, achievement level descriptors, and item specifications.

Person Responsible Anna DeWese (dewesea@duvalschools.org)

Provide coaching cycles to teachers who struggle with lesson planning and instructional delivery.

Person Responsible Trevor Clayton (claytont1@duvalschools.org)

Schedule, assign, and conduct weekly standards walkthroughs to ensure teachers provide standards-based lessons.

Person Responsible Anna DeWese (dewesea@duvalschools.org)

Utilize grant funds to provide supplemental support math (ACALETICS, Curriculum Associates MAFS), science and social studies (Study Island), writing (Top Score), ELA (Curriculum Associates LAFS).

Person Responsible Anna DeWese (dewesea@duvalschools.org)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus	Implement a Positive Behavior Intervention and Support system
Description and Rationale:	Referral data shows students received 1,804 infractions during the 19-20 school year. However, this same data shows students received 1964 infractions during the 18-19 school year. Since the school year ended abruptly, final infractions cannot be determined. However, the number of infractions students receive have exceeded 1,000 consistently over the past 4 years.
Measurable Outcome:	Decrease the total number of infractions by 75% over the next 3 years. By the end of the 2021 school year the anticipated number of infractions will decrease by 450. By the end of the 2022 school year infractions will decrease by another 340 referrals. Finally, by the end of the 2023 school year the total number anticipated infractions will be around 770.
Person responsible for monitoring outcome:	Donald Taft (taftd@duvalschools.org)
Evidence-based Strategy:	Implement the Positive Behavior Interventions and Support system with fidelity.
Rationale for Evidence-based Strategy:	Current research shows the Positive Behavior Interventions and Supports (PBIS) show a correlation between PBIS and academic achievement over nine years (Madigan, Cross, Smolkowski, and Stryker, 2016).

Action Steps to Implement

Create a PBIS Team

Person Responsible Donald Taft (taftd@duvalschools.org)

Provide professional development to team members from the district's PBIS specialist

Person Responsible Anna DeWese (dewesea@duvalschools.org)

Create school wide expectations, lesson plans and power points

Person Responsible Donald Taft (taftd@duvalschools.org)

Train staff on PBIS school wide expectations

Person Responsible Donald Taft (taftd@duvalschools.org)

Teach school wide expectations to students during the first weeks of schools and reteach expectations through PBIS Reboot opportunities after extended breaks

Person Responsible Anna DeWese (dewesea@duvalschools.org)

Develop a calendar of events to include (PBIS leadership meetings dates, dates for incentives, and dates for PBIS Reboot after extended breaks)

Person Responsible Donald Taft (taftd@duvalschools.org)

Monitor and track discipline data and provide the data to staff monthly

Person Responsible Antoine Atwater (atwatera@duvalschools.org)

Tier students and identify students needing behavior contracts. Students will be monitored by their grade level dean.

Person Responsible Benard Lane (laneb@duvalschools.org)

Hire two additional deans of students via Title I and TSSSA funds to ensure students and families are supported effectively.

Person Responsible Anna DeWese (dewesea@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Ensuring all instructional positions are filled prior to the teachers' first day

To ensure vacancies are filled prior to the first teachers' day, the principal has actively recruited candidates within and outside of Duval County. Additionally, the principal has weekly conversations with the Human Resources Staffing Supervisor to ensure candidates who have been recommend for hire are actually hired quickly. This has proven beneficial as vacancies are low from week to week as teachers resign from education or transfer to other positions.

2. Ensuring all instructional coaching positions are filled, allowing coaches to receive professional development during the summer which will provide support to teachers. To date, all coaching positions (ELA, Math, and Science) are filled. Coaches will receive professional development to ensure they are able to support teachers throughout the year.

--Fund a Math Coach, Reading Coach, Science Coach, and other instructional positions to support social studies (Civics) acceleration

3. Ensure over aged students have opportunities to accelerate through a variety of means:

--Applying for the Bridge to Success Program, providing tutoring (before, after, Saturday, or virtual),

--Funding Intervention teachers in math and ELA/reading to support standards based lesson through push in or pullout opportunities

--Funding intensive reading teachers to support students foundation skills

--Fund a Dean of Students to track and monitor student behavior

--Fund an instructional paraprofessional to assist with the grade 6 students transitioning into middle school

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Data from the 2019 and 2020 5 Essential Survey shows stagnant results in three key areas: parent influence on decision making in schools, parent involvement in schools, and teacher-parent trust. Therefore, efforts will be made to ensure parents are informed about curriculum supports, engagement opportunities, and ways to communicate with teachers. Additionally, parents will be recruited to join the school's advisory council, the school's decision making council.

Community stakeholders are vital to Highlands Middle. Being designated a full service plus school, the school benefits from many business partners: Communities in School, the Boys and Girls Club of North Florida, the Jewish Family and Community Services, City Year/AmeriCorp are a few. To ensure these partnerships are productive and benefit students and families, the administration will work diligently with the organizations to identify and track students and families who will benefit and improve academic performance through attendance, mental health, after school support, in school tutoring, and family assistance. Members of the community organizations will also be recruited to serve on the school's advisory council to help make decisions for the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$381,930.05
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	2441 - Highlands Middle School	UniSIG	0.25	\$18,366.64
			<i>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure</i>			

			accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. Yes, this is a new position; This position was approved in the 19-20 UniSIG grant. This position is shared and split with Pinedale Elem, Timucuan Elem, and Highlands Middle.			
	7300	110-Administrators	2441 - Highlands Middle School	UniSIG	0.5	\$37,333.02
			Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. No, this is not a new employee, the same employee from last year will continue this year; This position was approved in the 19-20 UniSIG grant; This position is shared and split funded with Westview K8.			
	5100	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG	1.0	\$43,146.00
			Notes: *Reading Interventionist This position is responsible for small group pullout opportunities. Students identified in the Lowest performing quartile as well as level 2 and low level 3 students will receive the reading and writing pullout intervention. This position will provide structured standards based lessons. This position's qualifications are: Education-Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).			
	5100	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG	1.0	\$43,146.00
			Notes: Math Interventionist This position is responsible for small group pullout opportunities. Students identified in the Lowest performing quartile as well as level 2 and low level 3 students will receive the math pullout intervention. This position will provide structured standards based lessons. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).			
	6400	130-Other Certified Instructional Personnel	2441 - Highlands Middle School	UniSIG	1.0	\$43,146.00
			Notes: Science Coach Teachers will benefit from a science coach who will monitor trends in data, offer coaching support, model instruction, and facilitate professional learning communities. The science coach will also support students in all grade levels with in class demos through small groups. The science coach will assist teachers prepare standards base lesson plans and pacing calendars. The coach will also monitor Study Island data to enhance student engagement. This is a new position for the 20-21 school year. If funds are reallocated for the 21-22 school year, she will be retained.			

	6100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$1,755.00
			Notes: Supplies Parent Institute Booklets and newsletters to support academics, behavior, and attendance will help improve the academic culture. Newsletters will be sent home (ideally) with progress reports and report cards. Booklets will be provided at parent events and parent conferences. However, all behavior booklets will be provided through restorative justice conferences between deans and students. All will improve academic culture. Newsletters will be provided to parents (from the principal) to keep families informed of the school's community, events, and updates. Booklets published by the Parent Institute are designed to help parents with school related concerns, i.e. attendance, discipline, academics, motivation, testing, etc.			
	5100	640-Furniture, Fixtures and Equipment	2441 - Highlands Middle School	UniSIG		\$38,218.00
			Notes: Technology 60 qty @ \$609 Laptops and 2 qty @ \$839 carts will be purchased to support the choice program. The program integrates a STEM and early college component which prepares students for high school and beyond. The laptops and carts will give students the opportunities to integrate Discovery Education, Study Island, and CTE online curriculum which will support English, Math, Social Studies, and Science. The technology is needed as a measure to expand the total number of laptops to reduce the student, technology ratio. Ideally a STEM school should have a 1:1 correlation to be successfully implemented. Currently, the district provides a 4:1 ration (students to laptops) for middle schools. This causes gaps in service as laptops are generally used to enhance core through online reading and math programs, not STEM related curriculum.			
	7300	330-Travel	2441 - Highlands Middle School	UniSIG		\$200.00
			Notes: Travel for Assistant Principals to travel to the other schools that they are split funded by			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$54,329.00
			Notes: The attached quoted reflects the cost as follows: (898) 8th Grade ACALETICS Math Student/Teacher Supplementary material packets @ \$54 (+ s/h estimated @ 10%) = \$54,329.00			
	6400	310-Professional and Technical Services	2441 - Highlands Middle School	UniSIG		\$8,250.00
			Notes: Three additional professional development days are needed to ensure math teachers are using the ACALETICS supplemental curriculum. The PD days will be used as onsite coaching, in class demonstrations, and collaborative planning to help teachers perfect their instructional delivery. Three additional PD days will ensure teachers are focused on standards via ACALETICS curriculum PD monthly prior to the state assessment.			
	6400	310-Professional and Technical Services	2441 - Highlands Middle School	UniSIG		\$9,000.00
			Notes: Discovery Education onsite Professional development will support teachers' autonomy in providing rigorous instruction. Teachers at Highlands are inexperienced. Three professional development days will ensure teachers and students use the supplemental curriculum effectively to maximize engagement and rigor. The PD consultant will provide in class demonstrations, discuss standards -based instruction via collaborative planning, and provide technical assistanc ewith the virtual learning platform.			
	5900	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG		\$3,600.00
			Notes: Tutoring Teachers will provide 150 hours of tutoring for students outside the school day in all tested areas (reading, math, science, social studies) using supplemental materials that compliment classroom instruction to promote proficiency and learning gains. Certified teachers make \$24 and hour. The estimated time frame of tutoring is Sept. 30th - April 30th, before school, after school, or on Saturdays. Tutoring for up to 200 (across all grades 6, 7, and 8) will be offered by 8 teachers (3 Reading/ELA, 3 Math, 1 Social Studies, 1 Science).			
	5900	210-Retirement	2441 - Highlands Middle School	UniSIG		\$360.00
			Notes: Tutoring benefits Retirement at 10.00%			

	6100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$604.00
			Notes: Book Study The book, Working with Parents: Building Relationships for Student Success will be used in a PLC to discuss how teachers should work with parents to build relationships. The book Working with Parents: Building Relationships for Student Success by Dr. Ruby Payne will be purchased for 60 (teachers and administrators). Rationale: Results of the 5 Essential Survey shows family engagement needs improving. This can be done if all staff members are able to communicate effectively with families.			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$2,824.64
			Notes: (323) 8th grade Science ACALETICS's Student Supplementary materials @ \$2,824.64 - These supplemental materials have assisted our lowest performing students in the past and is needed to continue this year.			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$6,255.18
			Notes: The attached quoted reflects the cost as follows: (111) 8th grade Algebra ACALETICS Student/Teacher Supplementary materials packs @ a total cost of \$6,255.18 These supplemental materials are needed to support our Alg. I students. (898) 8th Grade ACALETICS Math Student/Teacher Supplementary material packets @ \$54 (+ s/h estimated @ 10%) = \$54,329.00			
	5900	220-Social Security	2441 - Highlands Middle School	UniSIG		\$275.40
			Notes: Tutoring benefits Social Security at 7.65%			
	5900	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$33.84
			Notes: Tutoring benefits Workers Competition at .94%			
	7300	210-Retirement	2441 - Highlands Middle School	UniSIG		\$1,836.66
			Notes: Supplemental Assistant Principal Benefits 25% Retirement at 10%			
	7300	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$3,221.51
			Notes: Supplemental Assistant Principal Benefits 25% Group Health at 17.54%			
	7300	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$3.67
			Notes: Supplemental Assistant Principal Benefits 25% Life Insurance at .02%			
	7300	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$172.65
			Notes: Supplemental Assistant Principal Benefits 25% Workers Compensation at .94%			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$99.18
			Notes: Supplemental Assistant Principal Benefits 25% Benefits Flex Medical at .54%			
	7300	210-Retirement	2441 - Highlands Middle School	UniSIG		\$3,733.30
			Notes: Supplemental Assistant Principal Benefits 50% FTE Retirement at 10.00%			
	7300	220-Social Security	2441 - Highlands Middle School	UniSIG		\$2,855.98
			Notes: Supplemental Assistant Principal Benefits 50% FTE Social Security at 7.65%			

	7300	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$6,548.50
			Notes: Supplemental Assistant Principal Benefits 50% FTE Group Health at 17.54%			
	7300	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$7.47
			Notes: Supplemental Assistant Principal Benefits 50% FTE Life Insurance at .02%			
	7300	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$350.93
			Notes: Supplemental Assistant Principal Benefits 50%FTE Workers Compensation at .94%			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$201.60
			Notes: Supplemental Assistant Principal Benefits 50% FTE Benefits Flex Medical at .54%			
	7300	220-Social Security	2441 - Highlands Middle School	UniSIG		\$1,405.05
			Notes: Supplemental Assistant Principal Benefits 25% Social Security at 7.65%			
	5100	210-Retirement	2441 - Highlands Middle School	UniSIG		\$4,314.60
			Notes: Reading Interventionist Benefits Retirement at 10.00%			
	5100	220-Social Security	2441 - Highlands Middle School	UniSIG		\$3,300.67
			Notes: Reading Interventionist Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$7,567.81
			Notes: Reading Interventionist Benefits Group Health at 17.54%			
	5100	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$8.63
			Notes: Reading Interventionist Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$405.57
			Notes: Reading Interventionist Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$232.99
			Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%			
	5100	210-Retirement	2441 - Highlands Middle School	UniSIG		\$4,314.60
			Notes: Math Interventionist Benefits Retirement at 10.00%			
	6400	210-Retirement	2441 - Highlands Middle School	UniSIG		\$4,314.60
			Notes: Science Coach Benefits Retirement at 10.00%			
	5100	220-Social Security	2441 - Highlands Middle School	UniSIG		\$3,300.67
			Notes: Math Interventionist Benefits Social Security at 7.65%			

	6400	220-Social Security	2441 - Highlands Middle School	UniSIG		\$3,300.67
			Notes: Science Coach Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$7,567.81
			Notes: Math Interventionist Benefits Group Health at 17.54%			
	6400	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$7,567.81
			Notes: Science Coach Benefits Group Health at 17.54%			
	5100	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$8.63
			Notes: Math Interventionist Benefits Life Insurance at .02%			
	6400	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$8.63
			Notes: Science Coach Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$405.57
			Notes: Math Interventionist Benefits Workers Compensation at .94%			
	6400	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$405.57
			Notes: Science Coach Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$232.99
			Notes: Math Interventionist Benefits Benefits Flex Medical at .54%			
	6400	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$232.99
			Notes: Science Coach Benefits Benefits Flex Medical at .54%			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$3,160.02
			Notes: Supplies paper, pens, folders, pencils, binders, headsets, usb drives, toner. Supplies will be used in all grade levels.			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
Total:						\$399,356.25