

Duval County Public Schools

Highlands Middle School



2019-20 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: 7/26/2019

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 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%) 2014-15: F (28%)
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 was approved by the Duval County School Board on 10/1/2019.

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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Wilcox, Kenyannya	Principal	Ms. Wilcox primary role and responsibility as Principal of Highlands Middle School is to serve as the campus Instructional Leader. Through ongoing review of data and trends. Ms. Wilcox is responsible with leading the charge with other campus leaders and work collaboratively to ensure student learning gaps are being addressed in a manner which ensures students have immediate opportunities to remediate deficiencies.
Porter, Janelle	Assistant Principal	Highlands Middle School Assistant Principals are responsible for working with assigned core academic departments through Common Planning and Professional Learning Communities. Assistant Principals are skilled at disaggregation of data and working collaboratively with district specialists in an effort to build partnerships and sustainability with teachers. Additionally, Assistant Principals work closely with the Principal to ensure that the campus vision is shared and evident within all contexts of school-wide systems.
Taft, Donald	Dean	Ms. Kimbrough and Mr. Taft combined have a vast skillset related to student discipline and Positive Behavior Intervention Strategies. They both work closely with classroom teachers while providing strategies on how to deal with "challenging" students. Additionally, Ms. Kimbrough and Mr. Taft monitors student discipline and serve as a campus and district liaison related to Positive Behavior Intervention Strategies initiatives. They also assist with the implementation of CHAMPs and Foundations to create a safe and civil learning environment.
Dean, Asante	Assistant Principal	Highlands Middle School Assistant Principals are responsible for working with assigned core academic departments through Common Planning and Professional Learning Communities. Assistant Principals are skilled at disaggregation of data and working collaboratively with district specialists in an effort to build partnerships and sustainability with teachers. Additionally, Assistant Principals work closely with the Principal to ensure that the campus vision is shared and evident within all contexts of school-wide systems.
Kimbrough, Alice	Dean	Ms. Kimbrough and Mr. Taft combined have a vast skillset related to student discipline and Positive Behavior Intervention Strategies. They both work closely with classroom teachers while providing strategies on how to deal with "challenging" students. Additionally, Ms. Kimbrough and Mr. Taft monitors student discipline and serve as a campus and district liaison related to Positive Behavior Intervention Strategies initiatives. They also assist with the implementation of CHAMPs and Foundations to create a safe and civil learning environment.
Mervin, Katrina	Instructional Coach	Instructional Coaches, Katrina Mervin (Reading) and Dedra Cook (Math) work to move the trajectory of students, while they both serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all

Name	Title	Job Duties and Responsibilities
	School Counselor	school-based educators; collect and analyze data; design and deliver professional development.

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	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	

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

Date this data was collected or last updated

Thursday 7/25/2019

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	47	48	55	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	142	106	92	0	0	0	0	340
Course failure in ELA or Math	0	0	0	0	0	0	10	13	1	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	187	165	168	0	0	0	0	520

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

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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%	
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%	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
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%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

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.

Science performed the lowest overall. Based on the performance in this component from the previous year the decline was 1 point. This component has shown a consistent trend of declining data for 2 years.

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

Social Studies Achievement (36 points)
Teachers did not conduct small group instruction consistently with this population of students. Additionally, teachers needed more support in instructional delivery.

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.

Social Studies Achievement (32 points).
All Civics Teachers were novice teachers.

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

ELA Achievement and ELA Learning Gains showed an equal improvement (4 points). ELA Instruction was strategically supported with Corrective Reading, an intervention program implemented with fidelity through Intensive Reading course which address student deficits in comprehension and decoding.

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

Students with two or more indicators (by grade-level)
Level 1 on statewide assessment (by grade-level)

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

1. Social Studies Achievement
2. Math Achievement
3. ELA Achievement
4. Science Achievement
5. Climate and Culture to enhance Instruction, Student Performance and Achievement, as well as, employ effective communication with all stakeholders

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Social Studies Achievement
Rationale	Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.
State the measurable outcome the school plans to achieve	Summative Targets: Increase proficiency by 10 points, which is 50%
Person responsible for monitoring outcome	Janelle Porter (porterj@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> a. Administration will conduct focus-walks to collect and analyze observational data related to planning and instructional practices. b. Fidelity checks on training and implementation c. The Leadership Team will meet on a bi-weekly basis to discuss data analytics. *Formative and marginal assessment
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> a. A tool to drive a cycle of continuous improvement by focusing on the effects of instruction. b. Administrators become more familiar with the school's curriculum and teachers' instructional practices. c. Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school improvement.
Action Step	
Description	<ul style="list-style-type: none"> 1. Teachers will have a 50 minute common planning time daily. 2. Professional Development opportunities will be offered to all teachers. This Professional Development will focus on planning, standards, and formative assessment. 3. Study Island will serve as a supplemental resource for students during and after school in the After School Enrichment Program. In turn, this interactive student engagement supplement will assist in ensuring student performance in the area of Social Studies 4. Train instructional staff on utilization of additional resources 5. Title I and UniSIG funds will support remediation via teachers (i.e. after school tutoring, as well as, planned educational field trips to provide real-world and hands-on experiences)
Person Responsible	Kenyannya Wilcox (wilcoxk@duvalschools.org)

#2	
Title	Math Achievement
Rationale	Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.
State the measurable outcome the school plans to achieve	Summative Targets: Proficiency - 35% Learning Gains - 45% L25 Learning Gains - 50%
Person responsible for monitoring outcome	Asante Dean (deana1@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> a. Administration will conduct focus-walks to collect and analyze observational data related to planning and instructional practices. b. Fidelity checks on training and implementation c. The Leadership Team will meet on a bi-weekly basis to discuss data analytics. *Formative and marginal assessment d. Review iReady/Math180 data bi-weekly with Instructional Coach and classroom teachers.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> a. A tool to drive a cycle of continuous improvement by focusing on the effects of instruction. b. Administrators become more familiar with the school's curriculum and teachers' instructional practices. c. Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school improvement.
Action Step	
Description	<ul style="list-style-type: none"> 1. Teachers will have a 50 minute common planning time daily. 2. Professional Development opportunities will be offered to all teachers. This Professional Development will focus on planning, standards, and formative assessment. The math coach will provide this provide the professional development to teacher and assist with remediation. 3. Hire additional personnel to support teachers and students to ensure student achievement increases 4. Purchase additional resources to enhance learning opportunities for increase student achievement 5. Train support personnel 6. Train instructional staff on utilization of additional resources
Person Responsible	Kenyannya Wilcox (wilcoxk@duvalschools.org)

#3	
Title	ELA Achievement
Rationale	Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.
State the measurable outcome the school plans to achieve	Summative Targets: Proficiency - 30% Learning Gains - 44% L25 Learning Gains - 50%
Person responsible for monitoring outcome	Kenyannya Wilcox (wilcoxk@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> a. Administration will conduct focus-walks to collect and analyze observational data related to planning and instructional practices. b. Fidelity checks on training and implementation c. The Leadership Team will meet on a bi-weekly basis to discuss data analytics. *Formative and marginal assessment d. Review Achieve data bi-weekly with Instructional Coach and classroom teachers.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> a. A tool to drive a cycle of continuous improvement by focusing on the effects of instruction. b. Administrators become more familiar with the school's curriculum and teachers' instructional practices. c. Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school improvement.
Action Step	
Description	<ul style="list-style-type: none"> 1. Teachers will have a 50 minute common planning time daily. 2. Professional Development opportunities will be offered to all teachers. This Professional Development will focus on planning, standards, and formative assessment. The reading coach will provide remediation for students and conduct professional development for teachers. 3. Hire additional personnel to support teachers and students to ensure student achievement increases 4. Purchase additional resources to enhance learning opportunities for increase student achievement 5. Train support personnel 6. Train instructional staff on utilization of additional resources 7. Align Reading Strategies to cross-curricular core (Science and Social Studies). <p>This will assist student performance in the are of decoding non-fiction. In addition to other literacy concepts.</p>
Person Responsible	Kenyannya Wilcox (wilcoxk@duvalschools.org)

#4	
Title	Science Achievement
Rationale	Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.
State the measurable outcome the school plans to achieve	Summative Targets: Increase proficiency by 15 points, which is 40%
Person responsible for monitoring outcome	Janelle Porter (porterj@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> a. Administration will conduct focus-walks to collect and analyze observational data related to planning and instructional practices. b. Fidelity checks on training and implementation c. The Leadership Team will meet on a bi-weekly basis to discuss data analytics. *Formative and marginal assessment
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> a. A tool to drive a cycle of continuous improvement by focusing on the effects of instruction. b. Administrators become more familiar with the school's curriculum and teachers' instructional practices. c. Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school improvement.
Action Step	
Description	<ul style="list-style-type: none"> 1. Teachers will have a 50 minute common planning time daily. 2. Professional Development opportunities will be offered to all teachers. This Professional Development will focus on planning, standards, and formative assessment. 3. Train instructional staff on utilization of additional resources 4. Title I and UniSIG funds will support remediation via teachers (i.e. after school tutoring, as well as, planned educational field trips to provide real-world and hands-on experiences) 5. Purchase additional resources to enhance learning opportunities for increased student achievement
Person Responsible	Kenyannya Wilcox (wilcoxk@duvalschools.org)

#5	
Title	Climate and Culture to enhance Instruction, Student Performance and Achievement, as well as, employ effective communication with all stakeholders
Rationale	Based upon the data, we need to ensure connections are being made among all stakeholders (i.e. faculty, staff, students, parents/guardians, and community members) so that they are moving in the same direction, through common vision, practices and effective systems.
State the measurable outcome the school plans to achieve	a. Open lines of continuous communication in order to appropriate stronger connections with all stakeholders in regards to share and receiving feedback for continuous improvement for and on the state of the school - performance and achievement.
Person responsible for monitoring outcome	Kenyannya Wilcox (wilcoxk@duvalschools.org)
Evidence-based Strategy	a. Data from faculty/staff and parent surveys, as well as, student diagnostic data (reading, writing, and math) will be monitored.
Rationale for Evidence-based Strategy	Effective two-way communication is cited as a necessary trait for success at all levels of education... communication plays an important role in the type and quality of "stakeholders" involvement...there is a positive and convincing relationship between family and community involvement and improved student academic achievement, including higher gradepoint averages and scores on standardized tests, more classes passed, higher enrollment in more challenging academic classes, better attendance and improved behavior at home and at school (pg.6&7 - 2006 National School Public Relations Association)
Action Step	
Description	<ol style="list-style-type: none"> 1. Offer opportunities for parents to become engaged at school through planned Parent and Family Engagement Nights related to reading, writing, and/ or math. 2. Provide collaborative monthly stakeholder meetings to share information/updates and receive feedback for continuous improvement 3. Hire additional personnel to support teachers and students to ensure an increase in culture and climate incidents that align with school goals, vision, and practices. 4. The Deans of Discipline will implement and monitor the Positive Behavior System for the school to ensure safety and culture is a priority.
Person Responsible	Janelle Porter (porterj@duvalschools.org)

#6	
Title	Leadership Development (Principal on Special Assignment)
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice t principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
State the measurable outcome the school plans to achieve	With leadership development being implemented with fidelity, we will see in an increase in all content areas as well as teacher retention.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	As stated from the First Response Training article titled The Importance of Effective Leadership in Schools, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others." https://www.firstresponsetraining.com/news/the-importance-of-effective-leadership-in-schools/
Rationale for Evidence-based Strategy	The School "Master" principal, will not only oversee all operational and instructional systems at the school, but also provide explicit, job-embedded, coaching for the assigned alternative principal in key leadership development areas to include; how to effectively create and establish school wide systems for school improvement, planning for sustainable change, and engaging all stakeholders in the school's plan for improvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; 2. Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal 3. 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; 4. Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. 5. Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.

Person Responsible School Improvement Dept (schoolimprovement@duvalschools.org)

#7

Title	Improving Academic Rigor with Standards Based Instruction
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

State the measurable outcome the school plans to achieve

With content specific support, we will see an increase in all content areas. Learning gains will increase by 5-8%.

Person responsible for monitoring outcome

Evan Daniels (danielse1@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 Step

Description

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 Evan Daniels (danielse1@duvalschools.org)

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.

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

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

1	III.A.	Areas of Focus: Social Studies Achievement				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2441 - Highlands Middle School	UniSIG	0.0	\$800.00
			Notes: Will support 4 identified new/novice teachers in receiving CHAMPS/Foundations training provided by District Trainers. 4 teachers are new to classroom teaching and classroom management is critical in tested content areas. The training is 2 day course. Dates will be determined once grant is approved, but targeted window of availability in February are			

			<i>as follow: February 11th and 12th or February 19th and 20th 4 sub's for teachers who need full 2-day course</i>			
	6400	330-Travel	2441 - Highlands Middle School	UniSIG	0.0	\$1,500.00
			<i>Notes: In county travel for professional development</i>			
2	III.A.	Areas of Focus: Math Achievement				\$81,831.83
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG	0.0	\$10,000.00
			<i>Notes: paper, pens, pencils, staplers, graph paper, ink cartridge, posters, poster size post its,</i>			
	5900	510-Supplies	2441 - Highlands Middle School	UniSIG	0.0	\$6,000.00
			<i>Notes: Measuring up Tutoring workbooks</i>			
	5900	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG	0.0	\$11,000.00
			<i>Notes: Tutoring</i>			
	5900	210-Retirement	2441 - Highlands Middle School	UniSIG	0.0	\$932.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			
	5900	220-Social Security	2441 - Highlands Middle School	UniSIG	0.0	\$842.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$103.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$1.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
	5100	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG		\$38,215.83
			<i>Notes: Math Interventionist</i>			
	5100	220-Social Security	2441 - Highlands Middle School	UniSIG		\$2,924.00
			<i>Notes: Math Interventionist benefits Social Security 7.65%</i>			
	5100	210-Retirement	2441 - Highlands Middle School	UniSIG		\$3,237.00
			<i>Notes: Math Interventionist benefits Retirement 8.47%</i>			
	5100	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$7,070.00
			<i>Notes: Math Interventionist benefits health Insurance 18.5%</i>			
	5100	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$12.00

			<i>Notes: Math Interventionist benefits life insurance .03%</i>			
	5100	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$359.00
			<i>Notes: Math Interventionist benefits workers comp .94%</i>			
	5100	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG		\$382.00
			<i>Notes: Math Interventionist benefits unemployment 1%</i>			
	5100	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$219.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$535.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
3	III.A.	Areas of Focus: ELA Achievement				\$88,910.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG	0.0	\$12,000.00
			<i>Notes: Paper, pens, chart paper, post it notes, binders, folders, poster board, ink cartridge, memo pads,</i>			
	5900	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG		\$16,155.00
			<i>Notes: Tutoring</i>			
	5900	210-Retirement	2441 - Highlands Middle School	UniSIG		\$1,271.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			
	5900	220-Social Security	2441 - Highlands Middle School	UniSIG	0.0	\$1,148.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$141.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$2.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
	6400	130-Other Certified Instructional Personnel	2441 - Highlands Middle School	UniSIG		\$42,300.00
			<i>Notes: Reading Coach</i>			
	6400	210-Retirement	2441 - Highlands Middle School	UniSIG		\$3,583.00
			<i>Notes: Reading Coach Retirement 8.47%</i>			
	6400	220-Social Security	2441 - Highlands Middle School	UniSIG		\$3,236.00

			<i>Notes: Reading Coach Social Security 7.65%</i>			
	6400	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$7,826.00
			<i>Notes: Reading Coach Health Insurance 18.5%</i>			
	6400	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$13.00
			<i>Notes: Reading Coach Life Insurance .03%</i>			
	6400	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$398.00
			<i>Notes: Reading Coach Workers Comp .94%</i>			
	6400	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG		\$4.00
			<i>Notes: Reading Coach Unemployment .57%</i>			
	6400	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$241.00
			<i>Notes: Reading Coach Other empl benefits flex Medical .57%</i>			
	6400	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$592.00
			<i>Notes: Reading Coach empl benefits leave 1.4%</i>			
4	III.A.	Areas of Focus: Science Achievement				\$73,158.35
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	2441 - Highlands Middle School	UniSIG	0.9	\$42,300.00
			<i>Notes: Science Coach</i>			
	6400	210-Retirement	2441 - Highlands Middle School	UniSIG	0.0	\$3,583.00
			<i>Notes: Science Coach Benefits Retirement 8.47%</i>			
	6400	220-Social Security	2441 - Highlands Middle School	UniSIG	0.0	\$3,236.00
			<i>Notes: Science Coach Benefits Social Security 7.65%</i>			
	6400	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG	0.0	\$7,826.00
			<i>Notes: Science Coach Benefits Health and Hospitalization 18.50%</i>			
	6400	232-Life Insurance	2441 - Highlands Middle School	UniSIG	0.0	\$13.00
			<i>Notes: Science Coach Benefits Life Insurance .03%</i>			
	6400	240-Workers Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$398.00
			<i>Notes: Science Coach Benefits Workers Compensation .94%</i>			
	6400	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$4.00
			<i>Notes: Science Coach Benefits Unemployment Compensation .01%</i>			

	6400	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG	0.0	\$241.00
			Notes: Science Coach Benefits Other Employee Benefits Flex Medical .57%			
	6400	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG	0.0	\$592.20
			Notes: Science Coach Benefits Other Employee Benefits Leave 1.4%			
	5100	369-Technology-Related Rentals	2441 - Highlands Middle School	UniSIG	0.0	\$13,465.15
			Notes: • The school is requesting to increase the above line item to reflect the correction above and increase in licenses due to increase student population. (Updated quote Attached) o Study Island Social studies library program licenses @ \$3,655.05 to support 885 students in (supplement to support: All ELA, Reading, and Civics instruction) o Study Island Science library program licenses @ \$3,655.05 to support 885 students in (All Science coursed and supplemental support: ELA, Reading) o Study Island ELA library program licenses @ \$3,655.05 to support 885 students in (All ELA courses and supplemental support: ELA, Science, and Social Studies) o Study Island Silver Standard Package @ \$2,500 provides for 2 on-site Professional Development, 2 On-Demand Webinars, and 2 Virtual sessions			
	6400	330-Travel	2441 - Highlands Middle School	UniSIG	0.0	\$1,500.00
			Notes: In county travel Professional Development			
5	III.A.	Areas of Focus: Climate and Culture to enhance Instruction, Student Performance and Achievement, as well as, employ effective communication with all stakeholders				\$100,800.94
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$1,000.00
			Notes: Paper, pens, pencils, poster paper, postage, ink cartridges			
	5100	640-Furniture, Fixtures and Equipment	2441 - Highlands Middle School	UniSIG		\$19,109.00
			Notes: • The school is requesting to increase the above line item to reflect the increase in student laptops needed to participate in supplemental programs such as Study Island Libraries and Site Licenses for ELA, Science, and Social Studies. The 30 student laptops will allow an entire class to have time to engage in the supplemental programs with teacher guidance. During this time the libraries (via Study Island) will be used to support foundational reading skills the students may lack. Please see the updated quote attached.			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$57,787.82
			Notes: (111) 8th grade Algebra ACALETIC's – See attached quote @ a total cost of \$6,255.18 (see attached quote) o (106) Student and (5) Teacher Supplementary materials packs • (820) 6th – 8th Grade Middle Grades Mathematics – See attached quote @ a total cost of = \$ 48,708.00 (see attached quote) o (802) 6th- 8th Grade Students and 18 Teacher ACALETICS Math Supplementary Packets @ \$54 per pack, with a per grade break down by grade level as follows: o 6th Grade – 271 students in 6th grade Math; 7 Teacher Resource Packets o 7th Grade – 318 students in Math; 7 Teacher Resource Packets o 8th Grade – 213 students Math; 4 Teacher Resource Packets • (323) 8th grade Science ACALETICS's Student Supplementary materials @ a total cost of \$2,824.64 (see attached quote)			
	6400	310-Professional and Technical Services	2441 - Highlands Middle School	UniSIG		\$19,250.00
			Notes: • Seven (7) days of on-site teacher, job-embedded professional development and classroom instructional support @ \$2,750 per day for a total cost of \$16,500.00, Price quote attached. Please Note: The school is in greater need of instructional support due to the vacancies and new/novice staff in Math and Science.			

	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$3,654.12
			<i>Notes: The school is requesting to purchase technology to support virtual learning to assist low-income students with the technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc).</i>			
6	III.A.	Areas of Focus: Leadership Development (Principal on Special Assignment)				\$38,333.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2441 - Highlands Middle School	UniSIG	0.25	\$27,500.00
			<i>Notes: Additional Support Supplemental Principal. The primary role of the supplemental Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	2441 - Highlands Middle School	UniSIG	0.0	\$2,329.00
			<i>Notes: Additional Support Supplemental Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	2441 - Highlands Middle School	UniSIG	0.0	\$2,104.00
			<i>Notes: Additional Support Supplemental Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG	0.0	\$5,088.00
			<i>Notes: Additional Support Supplemental Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	2441 - Highlands Middle School	UniSIG	0.0	\$8.00
			<i>Notes: Additional Support Supplemental Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$259.00
			<i>Notes: Additional Support Supplemental Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$3.00
			<i>Notes: Additional Support Supplemental Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG	0.0	\$157.00
			<i>Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG	0.0	\$385.00
			<i>Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	2441 - Highlands Middle School	UniSIG	0.0	\$500.00
			<i>Notes: Travel for A/P and Additional Support Supplemental Principal In County</i>			
7	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$48,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	7300	110-Administrators	2441 - Highlands Middle School	UniSIG	0.5	\$35,000.00
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	2441 - Highlands Middle School	UniSIG	0.0	\$2,965.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	2441 - Highlands Middle School	UniSIG	0.0	\$2,678.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG	0.0	\$6,475.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	2441 - Highlands Middle School	UniSIG	0.0	\$11.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$329.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	2441 - Highlands Middle School	UniSIG	0.0	\$4.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG	0.0	\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG	0.0	\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	2441 - Highlands Middle School	UniSIG	0.0	\$250.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
Total:						\$456,665.00