

Duval County Public Schools

# Highlands Middle School



## 2021-22 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: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (40%) 2017-18: D (40%) 2016-17: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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)	2020-21 Title I School	2020-21 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	90%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Mungin, Leon	Principal	Leon Mungin 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.
Cook, Dedra	Instructional Coach	Provides support math and science
Atwater, Antoine	Dean	Positive behavior supports and schoolwide student discipline.
Jackson, Mary	Assistant Principal	School principal designee, curriculum support Reading/English content supervisor
Delice, Janerica	School Counselor	Provides emotional and behavior support to students.

### Demographic Information

#### Principal start date

Thursday 7/1/2021, 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.*

2

**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.*

14

**Total number of teacher positions allocated to the school**

50

**Total number of students enrolled at the school**

696

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

### Demographic Data

## Early Warning Systems

### 2021-22

**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	191	272	229	0	0	0	0	692
Attendance below 90 percent	0	0	0	0	0	0	14	28	13	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	2	10	5	0	0	0	0	17
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	137	175	147	0	0	0	0	459

**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**

Thursday 7/1/2021

## 2020-21 - 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	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	

## 2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	43%	54%	24%	42%	53%
ELA Learning Gains				40%	49%	54%	36%	47%	54%
ELA Lowest 25th Percentile				42%	45%	47%	39%	44%	47%
Math Achievement				31%	49%	58%	29%	46%	58%
Math Learning Gains				34%	50%	57%	38%	50%	57%
Math Lowest 25th Percentile				30%	47%	51%	35%	47%	51%
Science Achievement				25%	44%	51%	26%	45%	52%
Social Studies Achievement				40%	68%	72%	76%	82%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	33%	47%	-14%	54%	-21%
Cohort Comparison						
07	2021					
	2019	25%	44%	-19%	52%	-27%
Cohort Comparison		-33%				
08	2021					
	2019	25%	49%	-24%	56%	-31%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	51%	-26%	55%	-30%
Cohort Comparison						
07	2021					
	2019	31%	47%	-16%	54%	-23%
Cohort Comparison		-25%				
08	2021					
	2019	14%	32%	-18%	46%	-32%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	24%	40%	-16%	48%	-24%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	69%	-30%	71%	-32%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	57%	34%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

DCPS created Progress Monitoring Assessment

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	30
	Economically Disadvantaged	28	33	30
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	40	37
	Economically Disadvantaged	31	40	37
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	30
	Economically Disadvantaged	28	33	30
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	40	37
	Economically Disadvantaged	31	40	37
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	30
	Economically Disadvantaged	28	33	30
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	30
	Economically Disadvantaged	31	36	40
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	30
	Economically Disadvantaged	31	36	40
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	35	33
	Economically Disadvantaged	35	35	33
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	21	16	14	26	27	8	16			
ELL		31	38	17	50						
BLK	19	29	30	28	35	35	17	40	87		
HSP	33	43		46	40		55				
MUL	23	19		27	29						
WHT	37	32	25	51	44		63	69			
FRL	19	28	31	28	35	39	18	40	85		
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		

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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
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	335
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
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	36
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	43
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	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The trends reflect a loss across the board in points per school grade category. The decline can be contributed to various factors including:

- Transitions to virtual and face to face learning
- Learning cruves for both faculty and students
- 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.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement is all grade levels of ELA, bottom quartile students, gains, and proficiency in remaining content areas.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The pandemic showed an significant impact on student attendance and the transitions between face to face and virtual instruction slowed the momentum in the instructional process. Students suffered a COVID loss from the previous year, and the most strugggling students lacked the reinforcments needed over the transitional period.

Additional 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

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most growth is reflected in Civics with an increase in proficency.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The school had an intentional push towards instruction, the hiring process for teachers, and focused planning. This aided the school and students in showing growth and strength in Civics.

#### What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented to accelerate learning include professional development in scaffolding, differentiated instruction, utilizing the resources available from the district to build stamina for students, creating authentic experiences for students that extend further than PMA's, and more.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be provided weekly to support teachers build skills in developing rigorous and engaging instruction. Teachers will have opportunities to collaborate in grade level and content areas communities to compare strategies, engagement, tactics and reward systems to encourage student performance and increase academic morale. These professional development opportunities include but are not limited to: Professional development from the district, learning arcs, building rigorous lessons, incorporating technology, and more.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Through the 5 essentials survey, maintaining the use of instructional support, and reflecting on data frequently will help to ensure sustainability of improvements.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Professional Learning**

<b>Area of Focus Description and Rationale:</b>	A focus on professional learning occurred during the 2020-2021 school year. This focus helped teachers plan basic lessons using the backwards planning design which incorporated the district's learning arc and formative assessment. During the 2021-2022 school year, the professional development will focus on increasing rigor and student engagement to ensure academic retention and growth and improve performance.
<b>Measurable Outcome:</b>	The standards walkthrough tool will show an increase in in the following instructional delivery areas: Instruction matches the Standards Focus Board 76% (increase of 14% to 90% accuracy), Aligned Materials 84% (increase of 11% to 95% accuracy), and Student Task Alignment 71% (increase of 19% to 90% accuracy).
<b>Monitoring:</b>	Standards walkthroughs will be implemented to ensure standards are planned to provide quality lesson plans that meet grade level rigor and provides students engagement.
<b>Person responsible for monitoring outcome:</b>	Leon Mungin (munginl1@duvalschools.org)
<b>Evidence-based Strategy:</b>	Teachers will receive The Learning Focused Instructional Framework's (book 2) Increasing the Rigor of Learning Learning Focused Lessons: Higher Order Thinking, Reading and Writing. The professional development will last for one school year beginning August 2021, ending May 2022.
<b>Rationale for Evidence-based Strategy:</b>	Dr. Max Thompson is a leading practitioner in school improvement as indicated by the expected increase in the 2020-2021 school grade. After introducing book 1 The High Performance Learning-Focused Lesson, teachers' planning practices improved greatly to reflect a three strong school grade projections. Quarter one indicated a 39 point increase when compared to the 2018-2019 school grade of 361 points. The quarter two increase of 76 points when compared to the same school grade. Finally, the quarter three projection included an increase of 75 points. Each of the projected school grades indicated the school would earn a grade of "C".

**Action Steps to Implement**

Teachers will receive The Learning Focused Instructional Framework's (book 2) Increasing the Rigor of Learning Learning Focused Lessons: Higher Order Thinking, Reading and Writing. The professional development will last for one school year beginning August 2021, ending May 2022. Professional Development on effective questioning, relating to our action plans indicated in our initial State walkthrough.

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)

**#2. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus Description and Rationale:</b>	During the 2020-2021 school year, math and reading interventionists supported students through small group instruction using supplemental tutoring materials in reading/ELA and math. Most students were identified in the lowest performing quartile (LPQ) in ELA and math. These positions were created to impact students' growth in the aforementioned categories. Based on school grade projections, students improved by 32% (from 42 to 74) in ELA and by 53% (from 30 to 83) in Math. Students will continue receiving support from interventionists via small group instruction during the 2021-2022 school year.
<b>Measurable Outcome:</b>	School projection data reflecting the lowest performing quartile in ELA and math will improve by 15% at the first quarterly assessment and by another 15% by the third quarterly assessment projection in reading/ELA and math. This is measured through district PMAs, which are calculations of student achievement on an equivalent experience assessment. Specifically Reading 6th-8th and Math 6th-8th.
<b>Monitoring:</b>	<p>***Interventionists will track student data using diagnostic, informal and formal quarterly assessments.</p> <p>***The assistant principals supervising ELA and math will help identify and track students and interventions.</p> <p>***Teachers will track Progress monitoring data to support standards-based instruction and collaborate with interventionists to monitor student growth.</p>
<b>Person responsible for monitoring outcome:</b>	Leon Mungin (munginl1@duvalschools.org)
<b>Evidence-based Strategy:</b>	<p>***Using the MTSS model, interventionist will provide the intervention to students identified in the LPQ.</p> <p>***Interventionist will use supplemental material that are aligned to standards.</p> <p>***Identified students will also receive small group tutoring via extended hours (before, after, Saturdays, summer) to improve academic performance.</p> <p>***Students will use curriculum specific software to support core areas (ELA, math, science, social studies).</p>
<b>Rationale for Evidence-based Strategy:</b>	Students who struggle with reading and math benefit from small group instruction with certified instructors/interventionists.

**Action Steps to Implement**

Using the MTSS model, interventionist will provide the intervention to students identified in the LPQ.

**Person Responsible** Donald Taft (taftd@duvalschools.org)

Interventionist will use supplemental material that are aligned to standards.

**Person Responsible** Mary Jackson (cohenm@duvalschools.org)

Identified students will also receive small group tutoring via extended hours (before, after, Saturdays, summer) to improve academic performance.

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)

Students will use curriculum specific software to support core areas (ELA, math, science, social studies). Students will use Curriculum Associates (LAFS/MAFS) supplemental curriculum during tutoring and small group instruction.

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)

**#3. 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.

During the 2020-2021 school year the data improved significantly. Standards walkthrough data reflects an increase in the total walks (534). This number provides a more accurate reflection of the school's planning, instruction, and assessment process. When ranking standards focused board alignment (2.7 out of 5), instructional delivery (3.8 out of 5), and aligned assessments (2.2 out of 5). Furthermore, 5 Essential Survey data shows similar increases in data. This data ranks ambitious instruction (strong), supportive environment (weak), and collaborative teachers (neutral). This suggests a positive trend instructional practices and how teachers, students, and parents view the learning environment.

**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.

**Monitoring:**

Administrative staff will enter at least five data points weekly.

The principal will monitor the standards walk data to ensure students receive standards-aligned instruction.

**Person responsible for monitoring outcome:**

Leon Mungin (munginl1@duvalschools.org)

**Evidence-based Strategy:**

1. Continue providing authentic and relevant professional development that supports standards-aligned planning
2. Continue integrating professional learning communities (PLC's) that support standards-aligned instruction
3. Continue conducting classroom walk throughs that scrutinize standards-aligned instruction
4. Continue utilizing all budgets to support standards-aligned instruction with supplemental curriculum
5. Collaborate with Regional and District Assistant Principals and Specialists to ensure PLC's, professional development, and supplemental curriculum are implemented, facilitated, and monitored effectively.

**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, book 2)

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)

Design planning opportunities that support collaborative planning and assign coaches and administrators to facilitate progress. Planning will occur during school hours and before school. Planning that occurs before school will be voluntary per the bargaining contract. However, teachers will be compensated at \$24/hour. Teachers may also receive support from the deans of students, counselors, and ESE support to teach the "whole" child.

**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** Leon Mungin (munginl1@duvalschools.org)

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

**Person Responsible** Dedra Cook (hilld3@duvalschools.org)

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

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)

Utilize grant funds to provide supplemental support math (ACALETICS, Curriculum Associates MAFS), reading, math, science and social studies (Freckle), writing (Top Score), ELA (Curriculum Associates LAFS), Generation Genius (Science)

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)



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

Refine the current Positive Behavior Intervention and Support system

**Area of Focus 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.

2020-2021 Data

**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.

Data Update

**Monitoring:** The system will be monitored by the Assistant Principal (AP) who supervises and works with the Student Management Department. The AP will collaborate with the districts Climate and Culture Supervisor to ensure the system continues to improve for the benefit of the stakeholders at Highlands Middle.

**Person responsible for monitoring outcome:** Leon Mungin (munginl1@duvalschools.org)

**Evidence-based Strategy:** The Positive Behavior Interventions and Support system implemented during the 2020-2021 school year was beneficial to decreasing the amount of infractions. This system provides relevant incentives for teachers and students to help change the culture on a campus.

**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**

Restructure and train the current PBIS team to accommodate the new faculty and staff. The training should occur July 2021 (10 staff members including 3 deans, 3 Assistant Principals, 1 Principal). The team will train over 4 days (6 hours/day) and later present information to staff prior to preplanning.

**Person Responsible** Donald Taft (taftd@duvalschools.org)

Revise current school wide expectations, lesson plans and power points (based on the team's plan). Expectations must be printed and posted throughout the building for continued visibility.

**Person Responsible** Donald Taft (taftd@duvalschools.org)

Re-teach school wide expectations to students during the first weeks of schools and reteach expectations through PBIS Reboot opportunities after extended breaks. Incentives will be purchased to reinforce positive behavior (certificates for student of the month, Activities' Day-games, art supplies, outside equipment, etc.)



**Person Responsible** Donald Taft (taftd@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** Antoine Atwater (atwatera@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** Antoine Atwater (atwatera@duvalschools.org)

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

**Person Responsible** Leon Mungin (munginl1@duvalschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Student attendance: is a primary schoolwide goal. This dropout prevention indicator is a priority because of the effect of nonattendance has on promotion and graduation.**

**Parental Involvement: Increasing the footprint of parents engaged in academic conversations and planning of schoolwide initiatives .**

### 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.**

Data from the 2019, 2020, and 2021 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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 the these partnerships are productive and benefit students and families, the administration will work diligently with the organizations the 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.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$28,828.80
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	2441 - Highlands Middle School	UniSIG		\$24,000.00
			Notes: Professional Development 20 hours per teacher 50 teachers 1000 hours @ \$24 per hour per teacher - This line item will be used to ensure instructional staff are able to participate in the professional development outside of the contracted hours. (Learning Focus, PLC, Teacher Planning before school that is facilitated by Administrators and Coaches). 20 Hours, 50 Instructional Staff, \$24 an hour plus benefits.			
	6400	210-Retirement	2441 - Highlands Middle School	UniSIG		\$2,596.80
			Notes: Professional Development Retirement 10.82%			
	6400	220-Social Security	2441 - Highlands Middle School	UniSIG		\$1,836.00
			Notes: Professional Development Social Security 7.65%			
	6400	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$396.00
			Notes: Professional Development Workers Compensation 1.65%			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$179,435.46
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG	1.0	\$43,964.10
			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. The 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%). This line items was approved using UniSIG funds last year.			
	5100	210-Retirement	2441 - Highlands Middle School	UniSIG		\$4,756.92
			Notes: Math Interventionist Retirement at 10.82%			
	5100	220-Social Security	2441 - Highlands Middle School	UniSIG		\$3,363.25
			Notes: Math Interventionist Social Security/Medicare at 7.65%			
	5100	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$7,047.45
			Notes: Math Interventionist Group Health at 16.03%			
	5100	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$8.79
			Notes: Math Interventionist Group Life at 0.02%			
	5100	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$725.41
			Notes: Math Interventionist Workers Comp at 1.65%			
	5100	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$228.61
			Notes: Math Interventionist Flex Benefits at 0.52%			
	5100	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG		\$42,128.10
			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. The 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%). This line item was approved using UniSIG funds last year.			
	5100	210-Retirement	2441 - Highlands Middle School	UniSIG		\$4,558.26
			Notes: Reading Interventionist Retirement at 10.82%			
	5100	220-Social Security	2441 - Highlands Middle School	UniSIG		\$3,222.80
			Notes: Reading Interventionist Social Security/Medicare 7.65%			
	5100	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$6,753.13
			Notes: Reading Interventionist Group Health at 16.03%			

	5100	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$8.43
			<i>Notes: Reading Interventionist Group Life at 0.02%</i>			
	5100	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$695.11
			<i>Notes: Reading Interventionist Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$219.07
			<i>Notes: Reading Interventionist Flex Benefits at 0.52%</i>			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$5,105.10
			<i>Notes: MAFS Instruction Student Workbooks Grades 6,7,8 70 copies each grade level @\$11.05 each LAFS Instruction Student Workbooks Grades 6,7,8 70 copies each grade level @\$11.05 each plus shipping</i>			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$14,850.00
			<i>Notes: Top Score Writing books 7th Grade Student Workbook of Passages 275 qty @ \$25 each plus shipping 8th Grade Student Workbook of Passages 275 qty @ \$25 each plus shipping</i>			
	5100	644-Computer Hardware Non-Capitalized	2441 - Highlands Middle School	UniSIG		\$24,360.00
			<i>Notes: Student laptops 40 qty \$609 each - This line item will allow students to participate and engage in the online blended learning programs.</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2441 - Highlands Middle School	UniSIG		\$1,572.00
			<i>Notes: Student Laptop cart 2 qty \$786 each - This line item will allow students to participate and engage in the online blended learning programs.</i>			
	5100	369-Technology-Related Rentals	2441 - Highlands Middle School	UniSIG		\$995.00
			<i>Notes: Generation Genius Science Software School Site License - This line item will be used to support all teachers with videos, lesson plans, teacher guides, discussion questions, vocabulary quizzes, and English/Spanish subtitles.</i>			
	5100	369-Technology-Related Rentals	2441 - Highlands Middle School	UniSIG		\$10,453.85
			<i>Notes: Freckles software license 931 user license - The district is not purchasing Freckles for middle schools this year. This line item is needed to support ELA and Math for all students.</i>			
	5100	519-Technology-Related Supplies	2441 - Highlands Middle School	UniSIG		\$1,211.93
			<i>Notes: Supplies for computer lab, USB mouse 25 qty, Student Headsets w/microphone 50 qty plus shipping</i>			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$277.42
			<i>Notes: Supplies for computer lab 2 qty Magnetic Dry Erase Boards</i>			
	5100	369-Technology-Related Rentals	2441 - Highlands Middle School	UniSIG		\$2,930.73
			<i>Notes: Freckles software license 931 user license Freckle Science Student Subscription Freckle Social Studies Student Subscription</i>			

3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$94,016.72
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	2441 - Highlands Middle School	UniSIG	0.5	\$37,026.00
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional 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 instructional 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 The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with and Westview K-8 (50%).</i>			
	7300	210-Retirement	2441 - Highlands Middle School	UniSIG		\$4,006.21
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
	7300	220-Social Security	2441 - Highlands Middle School	UniSIG		\$2,832.49
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$5,935.27
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$7.41
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
	7300	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$610.93
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$192.54
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
	7300	110-Administrators	2441 - Highlands Middle School	UniSIG	0.25	\$18,513.00
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional 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 instructional 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</i>			

			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 The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Pinedale (50%) and Timucuan (25%).			
	7300	210-Retirement	2441 - Highlands Middle School	UniSIG		\$2,003.11
			Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%			
	7300	220-Social Security	2441 - Highlands Middle School	UniSIG		\$1,416.24
			Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%			
	7300	231-Health and Hospitalization	2441 - Highlands Middle School	UniSIG		\$2,967.63
			Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%			
	7300	232-Life Insurance	2441 - Highlands Middle School	UniSIG		\$3.70
			Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%			
	7300	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$305.46
			Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%			
	7300	290-Other Employee Benefits	2441 - Highlands Middle School	UniSIG		\$96.27
			Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%			
	5100	519-Technology-Related Supplies	2441 - Highlands Middle School	UniSIG		\$788.00
			Notes: Lexmark toner - This item is for the printer above.			
	5100	510-Supplies	2441 - Highlands Middle School	UniSIG		\$5,099.92
			Notes: Supplies:pens, markers, sharpies, filler paper, erasers, dividers, sticky pads, extension cord, folders, 2 prong folders, pens, project boards, composition books, copy paper, index cards			
	5100	330-Travel	2441 - Highlands Middle School	UniSIG		\$2,199.50
			Notes: Field trips, Jacksonville Zoo, FAMU/FSU College, Kingsley Plantation, MOSH, American Beach Museum (Please see the itemized examples attached).			
	7800	390-Other Purchased Services	2441 - Highlands Middle School	UniSIG		\$3,183.84
			Notes: Transportation cost for field trips			
	7800	390-Other Purchased Services	2441 - Highlands Middle School	UniSIG		\$6,829.20
			Notes: Tutoring Transportation: Funds to transport students after school and on Saturdays. 126 days X 54.20			
4	III.A.	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$30,766.75</b>

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	2441 - Highlands Middle School	UniSIG		\$15,664.80
			Notes: Tutoring 500 hours @ \$24 per hour per teacher - The line item will be used to support grade levels 6-8 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 6-8. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - March 4th (before school, after school, or Saturday school). The subject areas will be Math, ELA, Civics, and Science.			
	5900	210-Retirement	2441 - Highlands Middle School	UniSIG		\$1,298.40
			Notes: Tutoring Benefits Retirement 10.82%			
	5900	220-Social Security	2441 - Highlands Middle School	UniSIG		\$918.00
			Notes: Tutoring Benefits Social Security 7.65%			
	5900	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$198.00
			Notes: Tutoring Benefits Workers Compensation 1.65%			
	6400	130-Other Certified Instructional Personnel	2441 - Highlands Middle School	UniSIG		\$2,880.00
			Notes: PBIS Team Training 10 staff, 2 days (1 for planning day and 1 day of delivery), 6 hours per day @\$24 per hour - This will be used to pay the PBIS team to develop a training for instructional staff.			
	6400	210-Retirement	2441 - Highlands Middle School	UniSIG		\$623.23
			Notes: PBIS Team Benefits Retirement 10.82%			
	6400	220-Social Security	2441 - Highlands Middle School	UniSIG		\$440.64
			Notes: PBIS Team Benefits Social Security 7.65%			
	6400	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$95.04
			Notes: PBIS Team Benefits Workers Compensation 1.65%			
	6400	130-Other Certified Instructional Personnel	2441 - Highlands Middle School	UniSIG		\$7,200.00
			Notes: PBIS Faculty Training facilitated by school PBIS Team (50 staff, 1 day, 6hrs) - This line item will be used to pay the instructional staff to attend the training outside of contractual hours.			
	6400	210-Retirement	2441 - Highlands Middle School	UniSIG		\$779.04
			Notes: PBIS Faculty Training Benefits Retirement 10.82%			
	6400	220-Social Security	2441 - Highlands Middle School	UniSIG		\$550.80
			Notes: PBIS Faculty Training Benefits Social Security 7.65%			
	6400	240-Workers Compensation	2441 - Highlands Middle School	UniSIG		\$118.80
			Notes: PBIS Faculty Training Benefits Workers Compensation 1.65%			

Total:	\$351,523.75
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