

The School Board of Highlands County

# Hill Gustat Middle School



## 2021-22 Schoolwide Improvement Plan

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# Hill Gustat Middle School

4700 SCHUMACHER RD, Sebring, FL 33872

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

## Demographics

**Principal: Shane Ward**

Start Date for this Principal: 3/31/2021

<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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: B (56%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<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 Highlands 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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## Hill Gustat Middle School

4700 SCHUMACHER RD, Sebring, FL 33872

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

### School Demographics

School Type and Grades Served (per MSID File)	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	63%

### School Grades History

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

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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.

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

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

Unlock Your Potential- Discover Greatness!

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Remy, Christina	Principal	
Parks, Donna	Assistant Principal	
Portis, Trisha	Instructional Coach	Math Coach
moses, cassandra	Instructional Coach	Literacy Coach

### Demographic Information

#### Principal start date

Wednesday 3/31/2021, Shane Ward

**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.*

**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.*

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

36

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

673

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

26

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

23

## 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	190	259	223	0	0	0	0	672
Attendance below 90 percent	0	0	0	0	0	0	77	75	79	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	32	28	31	0	0	0	0	91
Course failure in ELA	0	0	0	0	0	0	2	55	31	0	0	0	0	88
Course failure in Math	0	0	0	0	0	0	2	40	20	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	44	33	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	44	33	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	62	97	71	0	0	0	0	230

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	6	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	3	2	3	0	0	0	0	8

Date this data was collected or last updated

Tuesday 9/7/2021

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	248	255	219	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	30	33	39	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	64	64	56	0	0	0	0	184
Course failure in ELA	0	0	0	0	0	0	39	48	60	0	0	0	0	147
Course failure in Math	0	0	0	0	0	0	39	34	19	0	0	0	0	92
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	48	53	0	0	0	0	147
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	41	55	0	48	0	0	0	144

**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	59	59	68	0	0	0	0	186

**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	2	2	12	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	1	0	5	0	0	0	1	7

**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	248	255	219	0	0	0	0	722
Attendance below 90 percent	0	0	0	0	0	0	30	33	39	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	64	64	56	0	0	0	0	184
Course failure in ELA	0	0	0	0	0	0	39	48	60	0	0	0	0	147
Course failure in Math	0	0	0	0	0	0	39	34	19	0	0	0	0	92
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	48	53	0	0	0	0	147
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	41	55	0	48	0	0	0	144

**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	59	59	68	0	0	0	0	186

**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	2	2	12	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	1	0	5	0	0	0	1	7

## 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				55%	45%	54%	52%	47%	53%
ELA Learning Gains				55%	47%	54%	54%	50%	54%
ELA Lowest 25th Percentile				51%	36%	47%	46%	44%	47%
Math Achievement				61%	52%	58%	59%	52%	58%
Math Learning Gains				57%	52%	57%	61%	53%	57%
Math Lowest 25th Percentile				46%	40%	51%	45%	43%	51%
Science Achievement				55%	42%	51%	48%	45%	52%
Social Studies Achievement				74%	63%	72%	71%	56%	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	55%	44%	11%	54%	1%
Cohort Comparison						
07	2021					
	2019	48%	40%	8%	52%	-4%
Cohort Comparison		-55%				
08	2021					
	2019	59%	46%	13%	56%	3%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	44%	8%	55%	-3%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	49%	6%	54%	1%
Cohort Comparison		-52%				
08	2021					
	2019	60%	44%	16%	46%	14%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	54%	41%	13%	48%	6%
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	71%	60%	11%	71%	0%
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	89%	52%	37%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	55%	40%	57%	38%

### Grade Level Data Review - Progress Monitoring Assessments

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

Hill-Gustat Middle School used iReady data to progress monitor students' progress.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	257	247	250
	Economically Disadvantaged	23	23	16
	Students With Disabilities	2	2	1
	English Language Learners	1	1	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	226	240	256
	Economically Disadvantaged	23.89	23.48	23.48
	Students With Disabilities	9	5.42	5.42
	English Language Learners	0	.4	.4

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	211	208	212
	Economically Disadvantaged	26	32	22
	Students With Disabilities	6	3	4
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	196	194	210
	Economically Disadvantaged	25	19.41	19
	Students With Disabilities	5.43	6.25	7
	English Language Learners	0	.48	1
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	223	228	232
	Economically Disadvantaged	14	14	14
	Students With Disabilities	1	1	1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	199	182	223
	Economically Disadvantaged	25	23.24	24
	Students With Disabilities	7.14	5.7	6
	English Language Learners	0	1.3	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	196	194	214
	Economically Disadvantaged	22	21	21
	Students With Disabilities	6	5.8	5.8
	English Language Learners	1	0	1

## 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	26	29	25	25	35	34	28	52			
ELL	34	51	43	27	38	39		67			
ASN	94	81		97	77		100		89		
BLK	39	46	29	36	45	38	47	61	63		
HSP	49	47	32	52	42	37	49	75	69		
MUL	50	63		52	30						
WHT	56	51	44	59	49	40	68	77	81		
FRL	44	45	33	44	42	37	46	67	63		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	40	39	34	46	38	30	50			
ELL	4	53	53	23	52	48		45			

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
ASN	90	77		90	74		71		87		
BLK	33	40	33	35	36	35	32	53			
HSP	48	53	46	54	59	41	46	64	51		
MUL	76	64		71	67		82				
WHT	62	58	65	71	60	61	63	87	55		
FRL	49	53	50	55	53	42	49	70	52		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	45	49	30	48	43	15	45			
ELL	33	45	38	36	50	47		33			
ASN	88	87		84	84			79	100		
BLK	40	54	53	36	50	43	32	62	62		
HSP	48	51	43	53	58	40	46	61	65		
MUL	64	41		68	55			90			
WHT	54	54	48	67	65	53	53	79	60		
FRL	49	53	47	54	59	46	40	67	57		

### 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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 largest trend is that our ESE subgroup and economically disadvantage subgroup are struggling with academic achievement. There is a gap between these two subgroups and the traditional groups.

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

The data components that have the greatest need for improvement are math achievement in the lowest 25% and math gains.

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

One of the largest factors is that instruction was long distance learning as opposed to face to face. HGMS has increased the amount of intensive Math classes and will implement a new after school tutoring program to address learning gaps.

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

Our Social Studies and our Science data points showed the greatest improvement.

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

The contributing factor was the continuous progress monitoring of the students and support in Literacy skills. HGMS has added a Science Coach to continue the progress.

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

The master schedule has been shifted to support professional learning communities. Subject areas were given common planning times in order to facilitate growth in the area of PLCs and developing a framework to support the needs of the teachers and students.

#### 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.

I-ready will be hosting professional development opportunities for math and ELA teachers to develop an understanding of the quadrant data as it relates to the prescriptive program and monitoring of student data and achievement.

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

Elective teachers will be given a scheduled of dedicated time weekly for the use of I-ready in their classrooms in the area of Math. ELA will implement SSR (silent sustained reading) blocks to improve comprehension and vocabulary skills across all grade levels.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Science

<b>Area of Focus Description and Rationale:</b>	Although we increased by 5% to 60% achieving a level 3 or above, it is below what we should expect due to prior grade level content deficiencies identified.
<b>Measurable Outcome:</b>	Increase proficiency on SSA from 60% (20/21) to 63% (21/22)
<b>Monitoring:</b>	Throughout the school year the team will monitor student progress towards our goal through MTSS, PLC work and Stocktake meetings.
<b>Person responsible for monitoring outcome:</b>	Christina Remy (remyc@highlands.k12.fl.us)
<b>Evidence-based Strategy:</b>	HGMS will implement PLCs with fidelity.
<b>Rationale for Evidence-based Strategy:</b>	PLC work empower teachers to work collaboratively to build teacher capacity in order to have high impact in the classroom.

#### Action Steps to Implement

Action Steps:

1. Add a Science Coach that will be available 2 class periods per day.
2. Progress monitor with MTSS Coach to include review of grades, discipline , attendance and standards
3. Create a master schedule for common planning for the entire department.
4. Ensure PLC time is protected and is used with fidelity.
5. Provide professional developments that will focus on standards and high order questions with text – expectation of one piece of text per topic, monitored through PLC agendas.
6. Monitor common assessment data – both formative and summative- thru PLC participation
7. Use Title I funds to provide afterschool tutoring with specific targeted focus on providing support for ESE students, Students with Disabilities, Black/African American students (ESSA targets).

**Person Responsible** Cathy Hardesty (hardestc@highlands.k12.fl.us)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	HGMS decreased in learning gains from the Spring 2019 FSA (55%) to the Spring 2021 (51%) FSA by 4%.
<b>Measurable Outcome:</b>	Increase proficiency on SSA from 51% (Spring 21) to 55% (Spring 22)
<b>Monitoring:</b>	Throughout the school year the team will monitor student progress towards our goal through MTSS, PLC work and Stocktake meetings.
<b>Person responsible for monitoring outcome:</b>	Christina Remy (remyc@highlands.k12.fl.us)
<b>Evidence-based Strategy:</b>	ELA classes will spend a minimum of 80% of class time engaged in complex text/tasks daily.
<b>Rationale for Evidence-based Strategy:</b>	Research shows a direct correlation to students' time in complex and rigorous text and tasks with reading achievement. Maximizing instructional time during the 60 minute period will increase students' exposure and provide opportunities to engage with grade appropriate vocabulary, texts, questioning, etc

**Action Steps to Implement****Action Steps:**

1. Add a full-time Literacy Coach and place a schedule that will allow coaching with the ELA department
2. Progress monitor with MTSS Coach to include review of common assessments, FSA data, IEPs/504's, ELL, Discipline and attendance
3. Create a master schedule for common planning for the entire department.
4. Ensure PLC time is protected and is used with fidelity.
5. Provide professional developments that will focus on standards and best practices
6. Use Title I funds to provide afterschool tutoring with specific targeted focus on providing support for ESE students, Students with Disabilities, Black/African American students (ESSA targets).

**Person Responsible** cassandra moses (mosesc@highlands.k12.fl.us)

**#3. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

HGMS decreased in learning gains from the Spring 2019 FSA 57% to the Spring 2021 46% FSA by 11%.

**Measurable Outcome:**

Increase learning gains by 3%.

**Monitoring:**

Throughout the school year the team will monitor student progress towards our goal through MTSS, PLC work and Stocktake meetings.

**Person responsible for monitoring outcome:**

Christina Remy (remyc@highlands.k12.fl.us)

**Evidence-based Strategy:**

Math classes will spend a minimum of 80% of class time engaged in complex tasks daily.

**Rationale for Evidence-based Strategy:**

Research shows a direct correlation to students' time in rigorous tasks directly correlates to high student achievement. Maximizing instructional time during the 60 minute period will increase students' exposure and provide opportunities to engage with grade level standards.

**Action Steps to Implement****Action Steps:**

1. Add a full-time Math Coach and place a schedule that will allow coaching with the Math department
2. Progress monitor with MTSS Coach to include review of common assessments, FSA data, IEPs/504's, ELL, Discipline and attendance
3. Create a master schedule for common planning for the entire department.
4. Ensure PLC time is protected and is used with fidelity.
5. Provide professional developments that will focus on standards and best practices
6. Use Title I funds to provide afterschool tutoring with specific targeted focus on providing support for ESE students, Students with Disabilities, Black/African American students (ESSA targets).

**Person Responsible**

Trisha Portis (portisp@highlands.k12.fl.us)

**#4. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	HGMS decreased in learning gains of the lowest 25% from the Spring 2019 FSA 46% to the Spring 2021 37% FSA by 9%.
<b>Measurable Outcome:</b>	Students will improve proficiency of the lowest 25% by 5%.
<b>Monitoring:</b>	Throughout the school year the team will monitor student progress towards our goal through MTSS, PLC work and Stocktake meetings.
<b>Person responsible for monitoring outcome:</b>	Christina Remy (remyc@highlands.k12.fl.us)
<b>Evidence-based Strategy:</b>	Math classes will spend a minimum of 80% of class time engaged in complex tasks daily.
<b>Rationale for Evidence-based Strategy:</b>	Research shows a direct correlation to students' time in rigorous tasks directly correlates to high student achievement. Maximizing instructional time during the 60 minute period will increase students' exposure and provide opportunities to engage with grade level standards.

**Action Steps to Implement**

Action Steps:

1. Add a full-time Math Coach and place a schedule that will allow coaching with the Math department
2. Progress monitor with MTSS Coach to include review of common assessments, FSA data, IEPs/504's, ELL, Discipline and attendance
3. Create a master schedule for common planning for the entire department.
4. Ensure PLC time is protected and is used with fidelity.
5. Provide professional developments that will focus on standards and best practices
6. Use Title I funds to provide afterschool tutoring with specific targeted focus on providing support for ESE students, Students with Disabilities, Black/African American students (ESSA targets).

**Person Responsible** Trisha Portis (portisp@highlands.k12.fl.us)

## #5. Leadership specifically relating to Teacher Recruitment and Retention

### Area of Focus

**Description and Rationale:** Rate of instructional teacher turnover was 58%.

### Measurable Outcome:

HGMS will retain 75% of instructional staff, an increase of 17% from previous year.

### Monitoring:

Informal staff survey of school culture.

### Person responsible for monitoring outcome:

Donna Parks (parksd@highlands.k12.fl.us)

### Evidence-based Strategy:

Cultivating opportunities for collaboration between grade level and subject area departments.

### Rationale for Evidence-based Strategy:

Several studies suggest that schools should plan meetings where teachers of the same subject and/or grade levels can come together and discuss their ideas for the classroom. This improves teacher retention rates.

## Action Steps to Implement

### Action Steps:

1. Create a master schedule for common planning for the entire department.
2. Ensure PLC time is protected and is used with fidelity.
3. Scheduled and calendared faculty meetings for needs assessments.

### Person Responsible

Donna Parks (parksd@highlands.k12.fl.us)

**#6. Culture & Environment specifically relating to Discipline****Area of Focus  
Description and  
Rationale:**

Number of referrals in 2021 was 609.

**Measurable  
Outcome:**

Number of referrals in will be reduced by 30%

**Monitoring:**

Continuous progress monitoring of weekly referral counts and codes.

**Person  
responsible for  
monitoring  
outcome:**

Christina Remy (remyc@highlands.k12.fl.us)

**Evidence-based  
Strategy:**

Implementation of positive behavior support systems

**Rationale for  
Evidence-based  
Strategy:**

PBIS allows students to achieve improved social and academic outcomes. Thereby, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

**Action Steps to Implement****Action Steps.**

1. Teachers will receive professional development on the PBIS process during preweek.
2. A PBIS rewards system will be established to reward the positive behaviors demonstrated in classrooms.
3. Students will receive explanations of the process during initial school orientations during the first week of school.
4. Discipline counts and referrals will be monitored by the PBIS team to determine the efficacy of the process.
5. Rewards systems will be carried out with fidelity.

**Person  
Responsible**

Donna Parks (parksd@highlands.k12.fl.us)

**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.

**HGMS fell into the very high category when incident rates per 100 students were compared to all middle/junior high schools across the state. HGMS reported 7.2 incidents per 100 students while the statewide rate is 4.2 incidents per 100 students. Other major offenses scored the highest in number of referrals. The school culture and environment will be monitored through continued data analysis of student discipline data as well as targeted areas of concerns, i.e. areas on campus where more coverage or supervision is needed based on locations reported for incidents.**

### 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.

HGMS uses a variety of ways to build positive relationships with families. A continued presence on the website and social media platforms is utilized to employ an always open line of communication with parents and school. Post cards of positivity are sent home by teachers and staff. Several parental involvement nights are hosted through the year such as Athletic parent night, open house, monthly SAC meetings. Conferences are also encouraged between parent and teacher to keep open lines of communication regarding student performance.

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

Christina Remy, Principal  
Donna Parks, Assistant Principal  
Brian Lang, Dean of Students

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00