

Duval County Public Schools

# Highlands Middle School



2022-23 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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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>	2021-22: C (50%) 2018-19: D (40%) 2017-18: D (40%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>92%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	D	D	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.**

At Highlands Middle School our mission is to afford a high-quality education in a supportive, respectful, and safe environment. In collaboration with families and community, we are committed to providing relevant learning opportunities for students to help them develop the knowledge, critical thinking, and social skills necessary for college and career readiness.

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

In collaboration with families and the community, we are committed to providing relevant learning opportunities for students to help them develop the knowledge, critical thinking, and social skills necessary for college and career readiness.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mungin, Leon	Principal	
Jefferson, Brianna	Assistant Principal	
Taft, Donald	Assistant Principal	
Cook, Dedra	Math Coach	
Atwater, Antoine	Dean	
Jackson, Tamara	School Counselor	
Ethridge, Dorcus	Teacher, Adult	

### Demographic Information

**Principal start date**

Thursday 7/1/2021, Leon Mungin

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 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.*

1

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

41

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

700

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	195	259	230	0	0	0	0	684
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	7	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	43	129	95	0	0	0	0	267
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	60	116	65	0	0	0	0	241
Number of students with a substantial reading deficiency	0	0	0	0	0	0	43	129	85	0	0	0	0	257
	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	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	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	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	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level who have 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	43	116	65	0	0	0	0	224



Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 7/30/2022

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	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	43%	50%				28%	43%	54%
ELA Learning Gains	44%						40%	49%	54%
ELA Lowest 25th Percentile	44%						42%	45%	47%
Math Achievement	37%	35%	36%				31%	49%	58%
Math Learning Gains	55%						34%	50%	57%
Math Lowest 25th Percentile	64%						30%	47%	51%
Science Achievement	31%	48%	53%				25%	44%	51%
Social Studies Achievement	60%	53%	58%				40%	68%	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	2022					
	2019	33%	47%	-14%	54%	-21%
Cohort Comparison						
07	2022					
	2019	25%	44%	-19%	52%	-27%
Cohort Comparison		-33%				
08	2022					
	2019	25%	49%	-24%	56%	-31%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	51%	-26%	55%	-30%
Cohort Comparison						
07	2022					
	2019	31%	47%	-16%	54%	-23%
Cohort Comparison		-25%				
08	2022					
	2019	14%	32%	-18%	46%	-32%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	24%	40%	-16%	48%	-24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	69%	-30%	71%	-32%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	57%	34%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	18	41	37	24	45	47	20	52			
ELL	16	31	30	35	53						
BLK	25	42	41	34	54	67	28	56	90		
HSP	32	56	50	51	57		33	68			
MUL	31	45		35	59						
WHT	35	54	67	49	58		48	83	90		
FRL	25	42	45	36	53	64	30	59	88		
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		

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
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		
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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Based on the 2022 state assessment Highlands Middle increased in all 9 components.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Although there was an increase in all components, ELA and science proficiency demonstrate the greatest need for improvement. While the percentage increased in ELA by 6% and Science by 8% we still rank in the lowest 10 in these components in the district.

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

Contributing factors to this improvement include standards-aligned lessons and tasks, planning for high-level questions, scaffolding instruction, transfer of planning to instructional delivery, and planning for small group instruction. Additional factors were the loss of an 8th-grade science and ELA teacher midyear.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on the 2022 state assessment Highlands Middle showed an increase in all 9 components. Of the nine components double-digit increases were made in 5 of the components however, Math LPQ, Math Gains and Civics showed the most improvement. Math LPQ increased by 29%, Math Gains by 19% increased by, and Civics increased by 16%.

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

Contributing factors to this improvement were the usage of data to identify students that need additional support and or remediation on ELA, Math, Civics, and Science. Students needing additional support were pulled 2 to 3 days a week from elective classes for additional prescriptive standards-based instruction. Civics lessons were integrated into the drama class 2 to 3 days a week. Additionally, support facilitators pushed into support identified targeted students in civics classes. Developing aligned lessons and student tasks was the focus of PLCs and common planning.

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

Strategies that will be implemented to accelerate learning include double-blocking core courses. Strengthening core will be double blocked, provide interventions to students below grade level in math

and reading, scaffolding supports to tiered students, using PLC to engage teachers in aligning instruction with state standards, analyzing data, and reflecting on pedagogy.

**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.**

The professional development opportunities that will be provided to support teachers are PD on how to create standard aligned activities and tasks, gradual release to provide students the opportunity to authentically engage with the standard taught, developing high-level questions, PBIS interventions, positive classroom management strategies, using data to differentiate instruction and creating small groups, conducting data chats with teachers and student and developing next steps.

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond include:

Instructional Coach-Provide support to ALL teachers with an emphasis on Math and ELA. District Specialist Support-Support school-wide accountability goals.

Offer before and after school tutoring.

Conduct classroom walkthroughs to gather data, drive decision-making for PLCs, and monitor standards-based instruction.

5000 Role Models-support for at-risk minority males.

Full-Service School Referrals-mental health support for students.

Continue to provide meaningful PD to improve instruction, and develop standard aligned instruction and student tasks.

Use progress monitoring tool as an active part of conducting data chats with students and developing individualized learning plans for all students.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



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

**Area of Focus**  
**Description and Rationale:** Improve instruction in ELA, math, science, and social studies through effective lesson planning, instructional delivery, and formative assessment aligned to the B.E.S.T. standards  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Instructional walkthroughs, progress monitoring data, and admin feedback indicate that students are not meeting mastery/proficiency which leads to a need for task alignment and common assessments.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** By the end of the year, 90% percent of core teachers will develop, and present standards-based aligned lessons and assessments as evidenced by weekly standards walk-through data.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** This area of focus will be monitored by gathering data from daily classroom walkthroughs, lesson plans, and student work that will then be analyzed by administrators, coaches, and teachers to identify impact and trends to determine next steps.

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

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Provide authentic and relevant professional development that supports standards-based lesson planning
2. Engage in professional learning communities that support standards-based instruction weekly.
3. Conduct classroom walk-throughs with specific look-fors that scrutinize standards-based instruction

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.** According to the International Society for Technology in Education (ISTE) there are 4 major benefits of PLC.

1. PLCs allow educators opportunities to directly improve teaching and learning.
2. PLCs build stronger relationships between team members.
3. PLCs help teachers stay on top of new research and merging technology tools for the classroom
4. PLCs help teachers reflect on ideas.

**Describe the resources/criteria used for selecting this strategy.** Walk-throughs can yield many benefits, including creating a “cycle of continuous improvement” (Cervone & Martinez-Miller, 2007), providing school administrators with valuable data about instruction. Administrators gain a snapshot of the type of

instructional strategies and pedagogy occurring within a school. Protheroe (2009) advises, "effective walk-throughs have a purpose." With a predetermined purpose, school leaders can gather focused feedback and provide targeted feedback that assists teachers in improving practice.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration:

Include planning opportunities in the master schedule that support collaborative planning and assign coaches and administrators to facilitate progress.

Utilize coaches and regional specialists to support core teachers with effective planning, instructional delivery, formative assessments, and data analysis.

Schedule, assign, and conduct weekly standards walkthroughs to monitor and ensure teachers provide standards-based lessons which include appropriate grade level aligned tasks.

**Person Responsible** Leon Mungin (mungin1@duvalschools.org)

Coaches:

Facilitate common planning sessions to provide coaching support in developing aligned lessons and tasks.

Review benchmark and curriculum resources that will be utilized during the planning session.

Schedule and conduct weekly walkthroughs to provide support, co-teacher, and monitor the transfer of common planning discussion into instruction.

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

Teachers:

Develop benchmark/ standard aligned lessons and student tasks daily.

**Person Responsible** [no one identified]

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

**Area of Focus**  
**Description and Rationale:** Improve teaching and learning in ELA, math, science, and social studies by elevating the work of instructional coaches and strengthening the partnership between administrators and coaches. Several of our teachers are novice teachers and need continuous support.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** 100% of our core teachers will meet weekly in PLCs and common planning engaging in collaborative work with an emphasis on standards-based instruction, pedagogy, and instructional delivery.  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

**Monitoring:** Administrators and coaches will facilitate weekly PLC for all accountability areas. A minimum of 5 classroom walkthroughs will be conducted weekly and timely feedback will be provided to teachers. Administrators and coaches will meet weekly to collaborate before, during, and after PLCs and common planning, and analyze data from walkthroughs to guide PLC discussions and next steps for individuals and groups of teachers.  
**Describe how this Area of Focus will be monitored for the desired outcome.**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** 1. Create clear expectations of individual roles that are understood by administrators, teachers, and coaches. 2. Develop a coherent coaching model; detailing what that looks like at Highlands to be shared with all teachers.  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:** According to Sweeney and Mausbach, Creating Powerful Principal and Coach Partnership (2019), professional learning communities and coaching cycles are foundations of improving teaching and learning and are necessary for changes to take root. Coaching is embedded support that helps teachers meet specific goals of the school. The strength of this partnership directly impacts outcomes for students because it builds teacher efficacy.  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration:  
 Tier teachers to determine the level of support needed to improve instruction.

Schedule time to analyze walkthrough data with coaches to measure the impact of coaching cycles.

Set and monitor expectations for high-quality instructions.

Develop and clarify instructional practice and jointly establish look-fors with coaches and teachers.

**Person Responsible** [no one identified]

Coaches:

Develop a plan to support teachers before, during, and after common planning and professional learning communities.

Facilitate and prepare for PLCs benchmark aligned planning sending teacher agenda, resources, and tasks or responsibilities prior to the meeting.

Review benchmark and curriculum resources that will be utilized during the planning session.

**Person Responsible** [no one identified]

Teachers:

Attend weekly PLCs and common planning sessions prepared with all necessary materials and resources.

Review benchmark and curriculum resources prior to the planning sessions.

**Person Responsible** [no one identified]

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

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Continue implementation of a Positive Behavior Intervention and Support system to reduce the number of out-of-school suspensions.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the total number of infractions by 25% ob the end of the 2022-23 school year, the anticipated number of infractions will decrease by \_\_\_\_.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

Monitor and track discipline data in bi-weekly meetings with the dean of students to determine trends, areas of weakness, and next steps.

**Person responsible for monitoring outcome:**

Leon Mungin (munginl1@duvalschools.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Sustain the Positive Behavior Interventions and Support system with fidelity engaging in bi-weekly or monthly meetings.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Current research shows that 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**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration:

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

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

Dean of Students & PBIS Team:

Create school-wide expectations, lesson plans, and powerpoints.

Train staff on PBIS school-wide expectations

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

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

Tier students and identify students needing early interventions. Students will be monitored by their grade level dean.

**Person Responsible**

Antoine Atwater (atwatera@duvalschools.org)

**#4. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include Math, Language Arts, and Civics instruction, through a programmatic focus on professional learning. Positions include Math interventionist, Math teacher, Language Arts teacher, Social Studies teacher and a Dean of students. The additional staff members will provide an additional layer of support increasing the efficacy of our professional learning communities.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

45% percent proficiency on the Math FAST assessment. 40% percent proficiency on the Language arts FAST assessment, and 75% percent proficiency on the Civics EOC assessment This goal is to grow proficiency by 5% points.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

PMs and PMA data, as well as Acaletics testing data.

**Person responsible for monitoring outcome:**

Leon Mungin (mungin11@duvalschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teacher feedback through the observation model used by the district. Disaggregation of data to determine personnel placement and efficacy of programs.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

Planning effective lesson will increase student achievement

**selecting this strategy.****Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

Over the past two years, we have been very intentional about the ways in which we develop a positive school culture and environment. Data from the 2021 and 2022 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 are 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, and PTSA.

Below is a list of activities/initiatives that are in place to help us sustain the positive school culture and environment catering to all stakeholders.

We use individualized rewards (Dean Bucks) that can be spent at the school store

Teacher of the Week receive gift cards donated by our business partners

Spirit Week Activities

Activities Day each quarter (activities are created by students and teachers)

After school dance and activities

VIP lunch area

Student of the Month

5000 Role Models

Doughnuts for Dads

Muffins and Moms

The Grinch Visits Highlands

Rewards for students who are improving and met or exceed their academic goals

Multicultural Fair

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

Community stakeholders are vital to Highlands Middle. Being designated a full service plus school, the school benefits from many business partners: Achievers for Life, 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 to identify and track students and families who will benefit and improve academic performance through attendance, mental health, after school support, in school tutoring, and family assistance. Members of the community organizations will also be recruited to serve on the school's advisory council to help make decisions for the school.