



# **Comprehensive School Improvement Plan**

Highland Middle School  
Jefferson County

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

## Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School_Equity_Diagnostic Highland Middle

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

We have an experienced administration and a high number of experienced teachers. There is a high percentage of staff turn over in the past 2 years. High percentage of students come from poverty and over half the school's population are minority.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

High teacher turnover is a problem that comes along with teaching student from high poverty areas. The Tell Survey from 2015 shows that we struggle with having an atmosphere of mutual respect which contributes to the percentage of teacher turnover.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		HMS Equity Goals 2016

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-**



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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

Increase Science scores from 29% proficient to 47% proficient by 2019.

## Measurable Objective 1:

21% of Seventh grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Science by 12/16/2017 as measured by KPREP.

## Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Science Teachers

## Goal 2:

Increase Math KPREP scores from 42.1% proficient to 67.9% proficient by 2019.

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## Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in Mathematics by 12/15/2017 as measured by KPREP.

## Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Diversity Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to Diversity training and activities	Professional Learning	12/16/2016	12/15/2017	\$0 - No Funding Required	Teachers

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Math teachers

## Goal 3:

Increase Reading KPREP scores from 56 % proficient to 75.6% proficient by 2019.

## Measurable Objective 1:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

## Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

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Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Language Arts and Reading Teachers

## Goal 4:

Increase Writing KPREP scores from 39.7 % proficient to 66.5% proficient by 2019.

## Measurable Objective 1:

47% of Sixth and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

## Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All teachers

## Goal 5:

Highland Middle School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-

SY 2016-2017

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2016 school year will be used to set targets for the 2016-2017 school year.

### Measurable Objective 1:

collaborate to increase teacher implementation PGES components by 12/16/2016 as measured by surveys, observations, and other checks of understanding following professional development activities.

### Strategy1:

Professional Development - Select administrators will attend district professional development sessions to receive instruction in the PGES modules. These administrators will present the modules at building-level professional development sessions for all teachers.

Category: Professional Learning & Support

Research Cited: Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching. ASCD, 2007.

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will begin to implement positive, proactive behavior management strategies, including PBIS strategies and the Second Step program	Behavioral Support Program	08/12/2015	12/16/2016	\$0 - General Fund	PBIS Committee, Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and administrators will participate in building-level PGES training.	Professional Learning	08/12/2015	12/16/2016	\$0 - General Fund	All teachers and administrators

### Goal 6:

All teachers will continue to implement the Positive Behavior Interventions and Supports system.

### Measurable Objective 1:

collaborate to receive training and continue to implement the PBIS system in common areas and classrooms by 12/15/2017 as measured by a decrease in behavior referrals and suspensions school-wide and for targeted groups.

### Strategy1:

Behavioral Interventions - All Staff will work with the PBIS Support Team

Category:

Research Cited: Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development for implementing PBIS.	Professional Learning	08/12/2015	12/15/2017	\$0 - No Funding Required	PBIS team

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect common area and classroom behavior data to identify needs, and begin to implement tiered interventions	Behavioral Support Program	08/12/2015	12/15/2017	\$0 - General Fund	PBIS Support Team and all staff

### Goal 7:

School will use 100% of the Instructional Resources within two years to support student access to high quality resources.

### Measurable Objective 1:

collaborate to determine which textbooks and instructional materials align to KCAS based classroom practices by 05/25/2017 as measured by 100% of the funds allocated for instructional materials being used to improve student access to high quality standards' aligned resources.

### Strategy1:

Instructional resource - Administration, district specialists and teacher leaders will collaborate to determine needs and resources to best support rigorous classroom instruction.

Category: Continuous Improvement

Research Cited:

Activity - Purchase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase materials identifies to provide rigorous instructional supports.	Other - Materials purchase	12/02/2016	12/15/2017	\$300000 - Text Books	ILT, Administration and Librarian

Activity - Identifying resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with district specialists & library media specialists to identify rigorous instructional materials for classroom instruction and library resources.	Academic Support Program	12/02/2016	12/15/2017	\$0 - No Funding Required	ILT, Administration & Librarian

## **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

**Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

School Staff, Administrators and parents through the use of a survey.



## Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 2.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 2.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient



## **Reflection**

### **Reflect upon your responses to each of the Missing Piece objectives.**

To address many of the objectives we completed a parent survey and had 80% of parents respond.

#### **Objective 1**

In our most recent parent survey, parents view that the school is doing a good job building productive, personal relationships with parents of all their students. From the questions asked we determined the ranking of proficient to all of Objective 1.

#### **Objective 2**

Our parent survey identified that they believe that the school does a good job with 2 way communication. We have had a good response of over 75% on surveys that are conducted by the district. We need to work on including community organizations and parents on overall student achievement results.

#### **Objective 3**

The school encourages parental involvement on the SBDM Council. We struggle with having parents involved with this election. We do not have plans that include specific academic areas or school improvement planning.

#### **Objective 4**

The school does well with identifying and supporting parents in speaking for their child's learning needs. We struggle a bit because because the school council rarely has concerns reported and there is not a way that the council identify needs improvements.

#### **Objective 5**

Parents report that they have many opportunities to learn about and discuss standards, curriculum, school's decision making process, and child's learning and development.

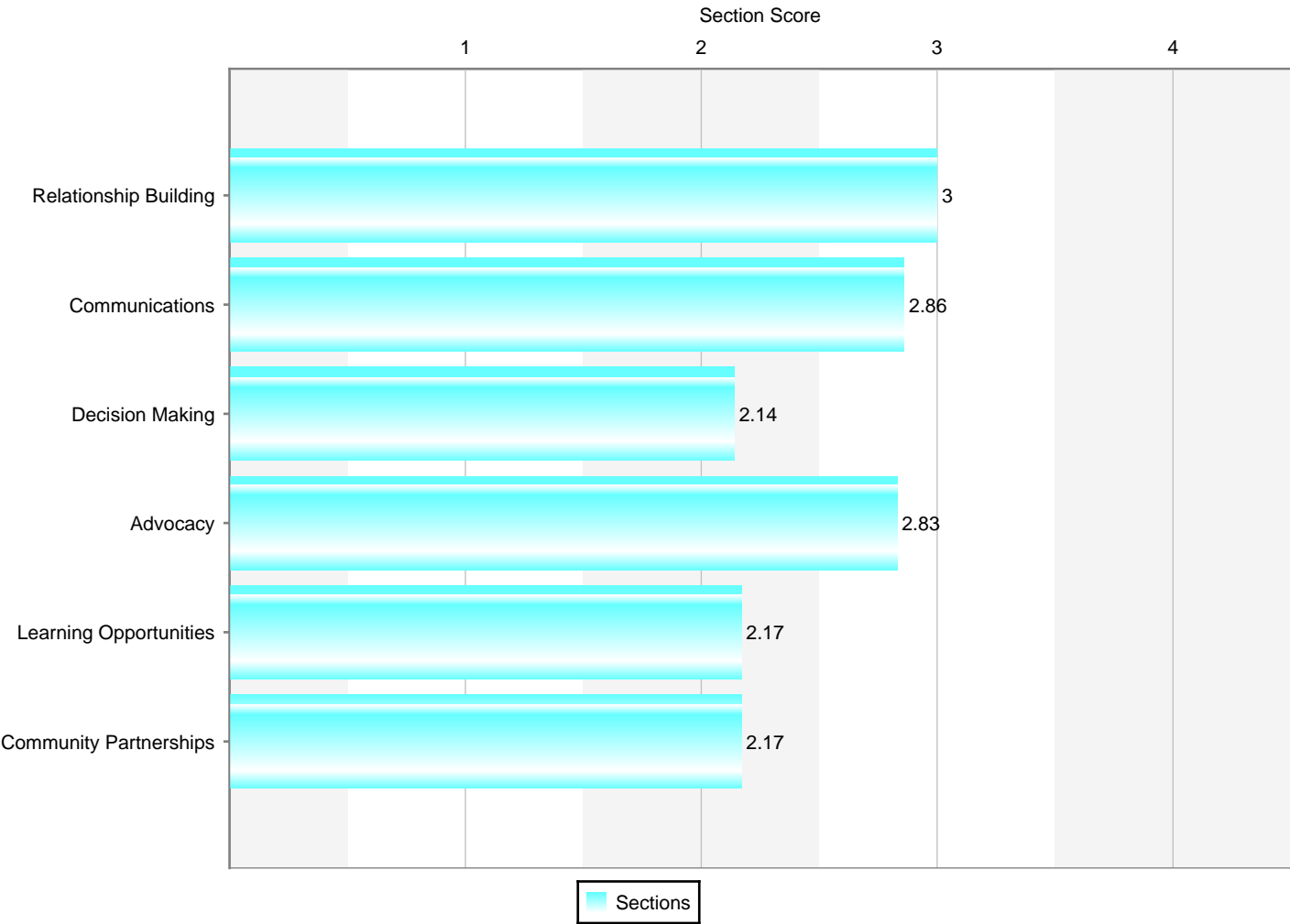
The staff utilize many different ways to support progress for each child. Teachers use parent portal, email, phone calls and mail. Teachers regularly display proficient work in their classroom. The school staff offers information to parents to support their child but we do not offer parent workshops or meetings. The school allows parents to visit the classroom but for student safety this is scheduled through the principal. Our school does not have a program that had staff developing parent leaders. This has been done through the PTSA.

#### **Objective 6**

The school staff informs the community about one a year on student achievement. We have some teachers ensure student participation in community programs, through (KYA, KUNA and Other programs) and link this to the students learning. This is not a school wide program and we do not have a student mentor program. We do not have programs with business organizations and employers to address individual student needs. The school has a youth service center that assists parents and students to resolve family challenges. We offer specialized learning activities via the weekly newsletter to assist students who need assistance with the current curriculum.

Report Summary

Scores By Section



# **Improvement Plan Stakeholder Involvement**

**Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Prior to beginning the CSIP development process, a Meeting was held to discuss the performance of Highland's Gap students and the plan to address their needs. Teachers met in departments to review 2016 KPEP data to determine areas of improvement to focus on. Teachers met a second time in departments with the 2015-2016 CSIP to determine strategies and activities to be kept and added in order to meet our objectives. The draft plan was presented to the ILT at its monthly meeting. Those in attendance were given an opportunity to provide feedback. The draft CSIP then underwent the principal peer review process. The revised draft CSIP was then reviewed by and feedback was sought from members of the SBDM council.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Teachers reviewed data and the old plan to make changes, Goal Clarity Coach & IB coordinator lead discussions with departments to guide the goals process , counselors, and administrators were involved in developing and reviewing the plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The completion of the plan is communicated via the school newsletter, Infinite Campus mailer, and the school website. It can be viewed through the JCPS website.

## **Phase I - Needs Assessment**

**Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Using our previous CSIP and school report card scores, we have identified individuals and sub groups that are performing below the Proficient level on the KPREP assessment. The KPREP data tells us that we are not making adequate gains in any of the tested areas, particularly in math. Highland's African American students continue to perform at a lower level than their peers and the percentage of Novice students continues to grow. We are also using the most recent available CSS and TELL Surveys data to identify areas of need based on perception data on learning and teaching conditions. The KPREP data does not tell us the specific standards for which students were assessed, and how they scored on each of those standards. The TELL Survey data does not offer specific recommendations or suggestions for implementing change in the identified areas of need. Data indicates that negative student behaviors are a contributing factor and may have an adverse effect on learning time .



## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The 2016 KPREP assessment demonstrated improved achievement in "Gap" students performance, as a whole, on the state assessment than in previous years. The number of students scoring at or above the Proficient level in Reading was above the district averages for all students and Gap group students. Improvement in math and reading are always priorities. In addition, data indicates a need for continued focus with on-demand writing, language mechanics, and the implementation of PBIS strategies. The number of students scoring at or above the Proficient level in Social Studies and Reading were above the district averages for all students and Gap group students. We are continuing to implement the International Baccalaureate Middle Years Programme to ensure rigorous instruction in all classes. Students performing at the novice level in Reading and Math participate in daily RTI in Reading and/or Math. After school ESS, Study Island, eSchool, and Edgeunity are also used as interventions for students who are deficient in tested areas. One area of strength is a master schedule that allows for daily tier 2 and 3 interventions. Another area of strength is the number of students receive instruction in a World Language and participate in the arts. Highland continued to achieved a maximum score of 23 on the Program Review. According to the most recent TELL survey results available, we have a high perception of teacher leaders in our school. To sustain these, teacher leaders and a growing number of staff members will continue to be trained in IB MYP implementation.

## Opportunities for Improvement

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Highland has developed a tiered intervention system based on student achievement. Our novice students participate in a small group RTI class where they are working on mastering skills. Math and Science teachers have small group Math RTI classes, and Language Arts and Social Studies teachers have small group reading RTI classes. These students, and activities, are monitored and adjusted at regular intervals. If students no longer need RTI, they will be placed back into a related arts class. In addition, novice students will not take a world language because of the need for them to master skills within RTI. Highland believes in the professional learning community model. Grade-level department PLC's meet once a week to collaborate and plan. Math and Science teachers have the opportunity at this time to meet together to collaborate with RTI, as does Language Arts and Social Studies. This ensures the consistency of instruction across the grade level, and across RTI classes. As proficiency assessments occur, PLC's will analyze data, and name and claim students to move towards proficiency. We will use this time to identify our at-risk students in all areas to make sure we are targeting their critical skills. PLC's will also create common-formative and summative assessment. This will provide all students will the same instructional opportunities. Highland is working towards addressing racial disparity through the efforts of our teachers, Men of Quality, Youth Service Center, and our International Baccalaureate curriculum. Teachers are creating units and lessons that address diversity and world cultures. Teachers were provided with three days of training this summer on the IB Design Cycle to help with this process. In addition, Highland is purchasing new textbooks for all subjects that put in a request. All materials will be up to date and in line with common core standards.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Our Goal Clarity Coach will analyze the data for each strategy and activity throughout the year. This will provide Highland with a checks and balances system, and we will adjust our instruction, RTI program, and all interventions based on our checks. In addition, all teachers are going to work with their students' data in weekly PLC's, so this will drive their instruction.

## **2016-17 CSIP**

# Overview

**Plan Name**

2016-17 CSIP

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase Social Studies KPREP scores from 58.2% Proficient to 76.8% Proficient by 2019.	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$2900
2	Increase Science scores from 29% proficient to 47% proficient by 2019.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$0
3	Increase Math KPREP scores from 42.1% proficient to 67.9% proficient by 2019.	Objectives: 2 Strategies: 7 Activities: 11	Academic	\$9000
4	Increase Reading KPREP scores from 56 % proficient to 75.6% proficient by 2019.	Objectives: 2 Strategies: 7 Activities: 8	Academic	\$170892
5	Increase Writing KPREP scores from 39.7 % proficient to 66.5% proficient by 2019.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
6	All teachers will incorporate and provide evidence of the use of Arts and Humanities, Writing, World Language, and Practical Living and Career Studies Program Review components.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1500
7	All teachers will align curriculum with state standards and regularly incorporate best instructional practices for planning, teaching, and assessing.	Objectives: 3 Strategies: 7 Activities: 20	Organizational	\$138950
8	All teachers will continue to implement the Positive Behavior Interventions and Supports system.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	School will use 100% of the Instructional Resources within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$300000
10	Decrease number of novice students in Reading and Math	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$9000

# Goal 1: Increase Social Studies KPREP scores from 58.2% Proficient to 76.8% Proficient by 2019.

## Measurable Objective 1:

67% of Eighth grade students will demonstrate a proficiency on state standards in Social Studies by 12/15/2017 as measured by KPREP.

## Strategy 1:

Content Area Literacy - Teachers will integrate literacy instruction into Social Studies classrooms.

Category: Teacher PGES

Research Cited: Zemelman, S., Daniels H., & Hyde, A. (1993). Best Practice: New Standards for Teaching and Learning in America's Schools. Heinemann: Portsmouth, NH.

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduction to vocabulary using the frayer model and similar strategies/resources will be used to increase student mastery of Tier 2 and Tier 3 vocabulary to decrease novice levels as well as increase proficiency.	Direct Instruction	12/01/2016	12/15/2017	\$0	No Funding Required	Social Studies teachers
Activity - ELA Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will integrate current state reading standards using various sources and materials.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	Social Studies teachers
Activity - Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary and secondary sources, articles, and publications will be used to teach Geography, Economics, U.S. History, World History, Government, Maps, Graphs, and current events to increase proficiency	Direct Instruction	08/12/2015	12/15/2017	\$2900	General Fund	All Social Studies teachers
Activity - Nystrom Atlas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nystrom Atlas - 6th World Geography, 7th World History, 8th US History Teachers integrate the text into their curriculum to enable students to acquire the skills of reading maps, timelines, graphs, and bulleted overviews.	Direct Instruction	08/15/2016	12/15/2017	\$0	No Funding Required	All Social Studies teachers

## Measurable Objective 2:

59% of Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Social Studies by 12/15/2017 as measured by KPREP.

## Strategy 1:

Intercultural Awareness - The school community will encourage and promote international-mindedness. Teachers will become more familiar with the backgrounds and

## Comprehensive School Improvement Plan

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cultures of individual students, using IB cultural competencies, which will help them build rapport and understanding concerning students' backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include an exploration of other cultures and individual student backgrounds and experiences in planning and instruction to increase academic engagement.	Direct Instruction	08/12/2015	12/16/2016	\$0	No Funding Required	Social Studies Teachers

Activity - Multicultural Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in completing Multicultural Projects in each Social Studies class	Other	08/12/2015	12/15/2017	\$0	No Funding Required	All Social Studies Teachers

### Strategy 2:

Data Analysis - Social Studies PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	Social Studies Teachers, Administrator s, Goal Clarity Coach

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	Social Studies Teachers
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## Goal 2: Increase Science scores from 29% proficient to 47% proficient by 2019.

### Measurable Objective 1:

35% of Seventh grade students will demonstrate a proficiency on state standards in Science by 12/15/2017 as measured by SPA's.

### Strategy 1:

Instructional Strategies - All science teachers will emphasize writing and scientific argumentation (scientific explanation using claim, evidence, and reasoning/I.B. Design Cycle).

Category: Teacher PGES

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will emphasize analytic skills, vocabulary, science concepts, cross cutting concepts, science and engineering practices, and scientific explanation (claim, evidence, reasoning).	Direct Instruction	12/16/2016	12/15/2017	\$0	No Funding Required	All Science Teachers

Activity - Math Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will integrate math content in their instruction	Academic Support Program	12/16/2016	12/15/2017	\$0	No Funding Required	Science Teachers

### Strategy 2:

Content Area Literacy - Teachers will integrate literacy instruction into Science classrooms.

Category: Learning Systems

Research Cited: Zemelman, S., Daniels H., & Hyde, A. (1993). Best Practice: New Standards for Teaching and Learning in America's Schools. Heinemann: Portsmouth, NH.

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Word walls, illustrated dictionaries and/or similar strategies/resources will be used to increase student mastery of vocabulary.	Direct Instruction	12/16/2016	12/15/2017	\$0	Other	Science Teachers

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Activity - ELA Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will integrate current state reading standards using Scholastic Science World, textbooks, FOSS and/or STC modules, and current events resources.	Direct Instruction	08/12/2015	12/16/2016	\$0	Other	Science Teachers

### Measurable Objective 2:

21% of Seventh grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Science by 12/16/2017 as measured by KPREP.

### Strategy 1:

Data Analysis - Science PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	12/16/2016	12/15/2017	\$0	No Funding Required	Science Teachers, Administrator s, Goal Clarity Coach

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	All Science Teachers

### Strategy 2:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

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Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All Science Teachers

### Goal 3: Increase Math KPREP scores from 42.1% proficient to 67.9% proficient by 2019.

#### Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Common Core standards in Mathematics by 12/15/2017 as measured by KPREP.

#### Strategy 1:

Response to Intervention - A tiered intervention program will be implemented to increase the number of students at the proficient level as measured by the KPREP assessment.

Category: Learning Systems

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Small group RTI classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below the Novice level in math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/01/2016	12/15/2017	\$0	No Funding Required	Math Teachers, Goal Clarity Coach & Counselors

#### Strategy 2:

Extended School Services - Extended School Services in math will be offered to deficient students, and students in danger of being retained.

Category: Learning Systems

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Evans, William and Bechtel, David. Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success, Mid-Atlantic Lab for Student Success, Philadelphia, PA.

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will have the opportunity to attend the transition center, after school ESS with CPM experiences as well as having the opportunity to work on Study Island, Edgenuity, and/or E-School.	Academic Support Program	08/12/2015	12/15/2017	\$9000	State Funds	ESS Coordinator and Counselors

## Comprehensive School Improvement Plan

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### Strategy 3:

Curriculum - Teachers and students will incorporate new curricular methods and text across all grade levels.

Category: Learning Systems

Research Cited: Shoenfeld, A. 2008. "Mathematics for understanding". In L Darling-Hammond, B Barron, P David Pearson, AH Schoenfeld, EK Stage, TD Zimmerman, GN Cervetti and JL Tilson. Powerful Learning: What We Know About Teaching for Understanding. San Francisco, California, USA. Jossey-Bass.

Activity - CPM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum of College Preparatory Math will be taught at all grade levels.	Direct Instruction	10/05/2016	12/15/2017	\$0	District Funding	All Math teachers

Activity - Extending experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to complete projects that extend their classroom experiences and relate the content to real world experiences.	Direct Instruction	12/16/2016	12/01/2017	\$0	No Funding Required	All Math Teachers

### Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in Mathematics by 12/15/2017 as measured by KPREP.

### Strategy 1:

ECE Data analysis - ECE teachers will track all ECE students with assessment data at regular intervals. The data for each student will be analyzed by ECE teachers on an on-going basis to determine next steps for instruction.

Category: Teacher PGES

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend, Inc.: NC

Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right - Using it well. ETS: Portland, OR

Activity - Data based instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will use student data to evaluate student progress, inform instruction, and to evaluate IEP effectiveness.	Direct Instruction	08/15/2016	12/15/2017	\$0	No Funding Required	ECE teachers and Counselors, Goal Clarity Coach

### Strategy 2:

ECE Instruction - ECE teachers will pull out and/or collaborate with comprehensive Math teacher to provide instruction that reinforces math concepts for ECE students. In addition, some ECE teachers will serve as the teacher of record for some ECE math students.

Category: Learning Systems

## Comprehensive School Improvement Plan

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Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Implementing response-to-intervention in elementary and secondary schools; Burns, M.K. & Gibbons, K.A., 2008

Activity - ECE small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will deliver and support instruction of core standards in a collaborative and/or small group setting as needed by IEP and/or student need.	Class Size Reduction	08/15/2016	12/15/2017	\$0	No Funding Required	ECE teachers

### Strategy 3:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All Math teachers

Activity - Diversity Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to Diversity training and activities	Professional Learning	12/16/2016	12/15/2017	\$0	No Funding Required	Teachers

### Strategy 4:

Data Analysis - Math PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Principal PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	Math Teachers, Administrator s, Goal Clarity Coach
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Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	Math Teachers

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common PLC assessments and collaboration with math teachers at the same grade level and between grades.	Professional Learning	12/16/2016	12/15/2017	\$0	No Funding Required	All math teachers

## Goal 4: Increase Reading KPREP scores from 56 % proficient to 75.6% proficient by 2019.

### Measurable Objective 1:

60% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy 1:

Response to Intervention - A tiered intervention program will be implemented to increase the number of students at the proficient level as measured by the KPREP assessment.

Category: Learning Systems

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Small group RTI classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing at Novice level in Reading will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/15/2017	\$35610	General Fund	Counselors, Goal Clarity Coach, team leaders, teachers

### Strategy 2:

Extended School Services - Extended School Services in reading will be offered to deficient students, and students in danger of being retained.

Category: Learning Systems

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

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Evans, William and Bechtel, David. Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success, Mid-Atlantic Lab for Student Success, Philadelphia, PA.

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will have the opportunity to attend Saturday School, after school ESS, and work on technology based programs such as Study Island and Successmaker. Data will be collected at least twice per year to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/15/2017	\$9000	State Funds	ESS Coordinator and Counselors

### Strategy 3:

Curriculum - Students and teachers will incorporate new curriculum into classes at all grade levels.

Category: Learning Systems

Research Cited: Applebee, AN, Langer, JA, Nystrand, M and Gamoran, A. 2003. "Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English". American Educational Research Journal. Vol 40, number 3. Pp 685–730.

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will use Collections as the basal reader.	Direct Instruction	10/05/2016	12/15/2017	\$126282	District Funding	All ELA teachers

### Measurable Objective 2:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy 1:

ECE Data Analysis - ECE teachers will track all ECE students with assessment data at regular intervals. The data for each student will be analyzed by ECE teachers on an on-going basis to determine next steps for instruction.

Category: Teacher PGES

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend, Inc.: NC

Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right, Using it well. ETS: Portland, OR

Activity - Data Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will use student data to evaluate student progress, inform instruction, and to evaluate IEP effectiveness.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	ECE Teachers and Counselors, Goal Clarity Coach

## Comprehensive School Improvement Plan

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### Strategy 2:

ECE Instruction - ECE teachers will pull out and/or collaborate with Language Arts teacher in the comprehensive classroom to provide instruction that reinforces reading strategies and comprehension for ECE students.

Category: Teacher PGES

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Implementing response-to-intervention in elementary and secondary schools; Burns, M.K. & Gibbons, K.A., 2008

Activity - ECE Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will deliver and support instruction of core standards in a small group and/or collaborative setting.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	ECE Teachers and Counselors

### Strategy 3:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All Language Arts and Reading Teachers

### Strategy 4:

Data Analysis - Language Arts PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.



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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts and Reading teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	Language Arts Teachers; Reading Teachers, Goal Clarity Coach

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies. Their progress will be monitored individually with the use of goals and assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	All Language Arts Teachers

## Goal 5: Increase Writing KPREP scores from 39.7 % proficient to 66.5% proficient by 2019.

### Measurable Objective 1:

53% of Sixth and Eighth grade students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy 1:

Writing Instruction - During each instructional unit, teachers will provide strategies that help students develop and support their ideas.

Category: Teacher PGES

Research Cited: Brookhart, S.M. (2008). How to give effective feedback to your students. ASCD: Alexandria, VA

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Activity - Writing Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During each unit of study, writing instruction will include brainstorming, organizing, drafting, revising, and publishing.	Direct Instruction	08/15/2016	12/01/2017	\$0	No Funding Required	All teachers

Activity - Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete a portfolio based on the JCPS guidelines and requirements. At least one piece will come from a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0	No Funding Required	Language Arts teachers, Core Content teachers

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Activity - On Demand	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All language arts teachers will complete at least two on demand prompts throughout the year.	Academic Support Program	12/16/2016	12/15/2017	\$0	No Funding Required	Language Arts teachers

### Measurable Objective 2:

47% of Sixth and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy 1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers

### Strategy 2:

Data Analysis - Language Arts PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Language Arts Department Chair, Program Review Committee (Writing), Goal Clarity Coach
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### Goal 6: All teachers will incorporate and provide evidence of the use of Arts and Humanities, Writing, World Language, and Practical Living and Career Studies Program Review components.

#### Measurable Objective 1:

demonstrate a behavior by incorporating all four Program Review components into planning and instruction. by 12/16/2016 as measured by Program Review Evidence Documents.

#### Strategy 1:

Program Review - All teachers will incorporate and provide evidence of the use of Arts and Humanities, Writing, and Practical Living and Career Studies program review components.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Burnafor, Gail et al. Arts Integration Framework, Research, & Practice: A Literature Review. April 2007.

Activity - Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will maintain evidence of the integration of Program Review components and student work samples.	Direct Instruction	08/12/2015	12/15/2017	\$1500	General Fund	All teachers, Administrator s, Program Review Committee

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

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Counselors and Related Arts teachers will collaborate to create a master schedule allowing for a deliberate rotation within the Related Arts classes so that students have access to world language, arts, technology, PE and Health courses.	Other	08/12/2015	12/15/2017	\$0	No Funding Required	Counselors, Related Arts Teachers
Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a wellness policy that includes nutrition education and goals for nutrition promotion, physical activity, and other school-based activities to promote student wellness, as well as nutrition guidelines for all foods available on campus.	Academic Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	Administrator s, Health and PE teachers

## Goal 7: All teachers will align curriculum with state standards and regularly incorporate best instructional practices for planning, teaching, and assessing.

**Measurable Objective 1:**

demonstrate a behavior by actively engaging all students in rigorous and meaningful learning activities. by 12/15/2017 as measured by walk throughs.

**Strategy 1:**

Effective Instructional Practices - All teachers will use a variety of instructional techniques, including, but not limited to multiple learning styles, higher-order thinking/questioning techniques, and components of the Classroom Instructional Framework to provide students with daily rigorous and relevant instruction. Instruction will be monitored by administrators by walk-throughs, formal, and informal observations.

Category: Teacher PGES

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

International Baccalaureate

Wade, Julie. (2011). Student Performance and Student Engagement in the International

Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Gardner, H. (2006). Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York, NY

Activity - Effective Classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a variety of instructional techniques, including, but not limited to the Approaches to Learning, differentiated instruction, higher-order thinking/questioning techniques, and components of the Classroom Instructional Framework to provide students with challenging and equitable opportunities to develop learning, thinking, and life skills.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Administrator s, IB Coordinator, Goal Clarity Coach

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Activity - IB MYP Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teacher-leaders, administrators, and the IB coordinator will attend IB conferences and workshops (as required by IB) for the purpose of training staff members in their content areas and improving IB implementation. All teachers will participate in department and school-based professional development in the IB MYP program. All teachers will develop and submit IB Unit Plans on ManageBac. All teachers will integrate components of the IB MYP program (backward planning, horizontal and vertical planning) into their unit plans and daily lessons. IB MYP program components (community service, etc.) will also provide enrichment and extension activities. An IB coordinator position will be maintained to oversee IB PD and implementation. The IB coordinator position is a required position.	Direct Instruction	08/12/2015	12/15/2017	\$127950	General Fund	All teachers, Administrators, and IB coordinator
Activity - Print Rich Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will be "print rich" with current student work, and other visuals appropriate for the content being taught; in addition, teachers will have their daily agendas and daily learning targets posted.	Other	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Administrators
Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will align instruction with current state standards and follow SBDM approved curriculum maps, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Administrators
Activity - On-going Use of Data to Inform Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze assessment data at regular intervals to track student levels of mastery of standards. Data will be analyzed on an on-going basis to determine next steps for instruction. Teachers will design and implement intervention strategies to assist students in reaching proficiency. Teachers will also design and implement enrichment activities to provide higher-level students with challenging activities and opportunities.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Administrators, Goal Clarity Coach
Activity - Advanced Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Challenging and appropriate courses, activities, and opportunities will be provided for students who qualify for Advanced Program.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All Teachers, Counselors, Administrators
Activity - Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize multiple effective formative assessment strategies to modify instruction and provide specific and timely feedback to students about their learning, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/13/2014	12/15/2017	\$0	No Funding Required	All teachers, Administrators
<b>Activity - Reading Strategy Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will deliver instruction in a variety of reading strategies to increase fluency, comprehension, and independence. Reading strategies will be taught cross curricular in all content and related arts classes.	Direct Instruction	08/12/2015	12/15/2017	\$0	General Fund	All Teachers, Goal Clarity Coach
<b>Activity - Curriculum Alignment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will align curriculum vertically and horizontally to K-CAS and International Baccalaureate Middle Years Programme standards.	Policy and Process	08/12/2015	12/15/2017	\$0	General Fund	All teachers, IB Coordinator
<b>Activity - Differentiated Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive professional development on Differentiated Instruction. Math and Reading Department Chairs and Goal Clarity Coach will attend district professional development.	Professional Learning	08/12/2015	12/15/2017	\$0	No Funding Required	Math and Reading Department Chair, Goal Clarity Coach

### Strategy 2:

Professional Development - Teachers will participate in PD (including, but not limited to job-embedded PD) and PLCs to foster continuous professional growth.

Category: Professional Learning & Support

Research Cited: International Baccalaureate Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization. Job-Embedded PD Darling-Hammond, L. and McLaughlin, M.W. (1995, April). Policies that support professional development in an era of reform. Phi Delta Kappan, 76(8), no pp., [electronic version]. PLC Work DuFour, Richard; DuFour, Rebecca; Eaker, Robert; Many, Thomas, Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree Press, Bloomington, IN, Second Edition, 2010.

<b>Activity - PD and PLCs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Share student work, analyze data, plan, reflect on teaching and learning, and learn research based instructional strategies to continually improve instructional practices. These will take place during regular Tuesday meetings, Gold days, during summer PD, and as needed. Substitute teachers will also be hired periodically so that Grade-Level, Department PLCs may meet during the school day.	Professional Learning	08/12/2015	12/15/2017	\$10000	General Fund	Administrators, Department Chairs, IB Coordinator, Goal Clarity Coach
<b>Activity - PD Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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The school will implement an SBDM approved PD plan that includes job-embedded PD. The implementation of the plan will be monitored, evaluated, and revised as necessary by teachers and administrators.	Professional Learning	08/12/2015	12/15/2017	\$1000	General Fund	All teachers, Administrators
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### Strategy 3:

Writing Plan - Writing instruction will be aligned to KCAS standards.

Category: Teacher PGES

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Activity - Content Area Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of all content areas will follow the school's Writing Plan as monitored by the Program Review Committee.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All Teachers, Program Review Committee

### Measurable Objective 2:

demonstrate a behavior by using assessment data and communicatin results by 12/15/2017 as measured by walk-throughs, observations, and common assessments.

### Strategy 1:

Feedback - All teachers will utilize formative and summative assessment strategies to provide parents and other stakeholder groups with timely feedback.

Category: Stakeholder Engagement

Research Cited: Chappuis, J. (2009). Seven strategies of assessment for learning. ETS: Portland, OR

Stiggins, R., Arter, J., Chappuis,J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right - Using it well. ETS: Portland, OR

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with specific and timely feedback about their learning, choosing from a variety of assessments including school-based classroom and common formative assessments, and district-level diagnostic assessments.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Administrators

Activity - Assessment Sources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use results from IB MYP Criteria Assessments, school-based classroom and common assessments, SRI testing, and district created diagnostic and proficiency assessments from the CASCADE system to provide specific and timely feedback, monitor student progress, and modify instruction.	Direct Instruction	08/12/2015	12/15/2017	\$0	No Funding Required	All teachers, Administrators, Goal Clarity Coach

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Activity - Feedback for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide specific and timely feedback for parents and guardians using the Parent Portal, District Progress Reports, Report Cards, IB MYP Assessments, Telephone, E-Mail, and In-Person Parent-Teacher Conferences. Progress Reports will be administered in the three week interim between Report Cards. IB MYP Criteria Assessment Reports will be sent home with each Report Card.	Parent Involvement	08/12/2015	12/15/2017	\$0	No Funding Required	All Teachers

### Strategy 2:

Data Analysis - Administrators will track and use data from different sources to analyze trends and make changes necessary to reduce achievement gaps.

Category: Persistence to Graduation

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"? Educational Leadership.

Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Disaggregated Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will work with the Goal Clarity Coach to routinely analyze disaggregated data from a variety of sources (KPREP, CASCADE, Dashboard, SRI, etc.) to identify students for intervention, track gap group students, and monitor their progress.	Other	08/12/2015	12/15/2017	\$0	No Funding Required	Administrators, Goal Clarity Coach

### Measurable Objective 3:

collaborate to provide students support to address non-academic factors that might impact student achievement by 12/15/2017 as measured by student behavioral data, attendance, and parent involvement.

### Strategy 1:

Tracking Data - Data on student behavior will be collected and analyzed.

Category: Persistence to Graduation

Research Cited: Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Activity - Climate and Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This Climate/Safety Committee will meet monthly to track and analyze student behavioral data. The committee will plan strategies in conjunction with the PBIS Support Team to decrease negative student behaviors on buses, in classrooms, and in common areas.	Behavioral Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	Climate/Safety Committee



**Strategy 2:**

Student and Family Support - The school will provide services, programs, and activities to support the non-academic needs of students and families.

Category: Persistence to Graduation

Research Cited: Collaborative for Social, Emotional, and Academic Learning. (2008) Social and Emotional Learning and Student Benefits: Implications for the Safe Schools/Healthy Students Core Elements. Chicago, IL.

Activity - YSC Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The YSC assists students and families through programs, referrals to outside agencies (Seven Counties and the Campbellsville University Marriage and Family Therapy program) and by partnering with groups within and outside of the school. The center works with families to improve student attendance, to decrease problems with behavior or suspensions, to offer academic support, to deal with mental/physical health issues and to offer parent support and assistance. Parents are able to provide feedback/input through the JCPS Middle/High YSC Parent/Guardian Survey. All students and families are served regardless of income.	Behavioral Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	YSC Coordinator

Activity - Counselor Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School counselors will monitor progress and data, schedule classes, and communicate with parents to ensure academic supports for all students. They will assist targeted students and families through programs and by partnering with groups within and outside of the school to address academic and non-academic needs.	Behavioral Support Program	08/12/2015	12/15/2017	\$0	No Funding Required	Counselors

## **Goal 8: All teachers will continue to implement the Positive Behavior Interventions and Supports system.**

**Measurable Objective 1:**

collaborate to receive training and continue to implement the PBIS system in common areas and classrooms by 12/15/2017 as measured by a decrease in behavior referrals and suspensions school-wide and for targeted groups.

**Strategy 1:**

Behavioral Interventions - All Staff will work with the PBIS Support Team

Category:

Research Cited: Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.

## Comprehensive School Improvement Plan

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Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect common area and classroom behavior data to identify needs, and begin to implement tiered interventions	Behavioral Support Program	08/12/2015	12/15/2017	\$0	General Fund	PBIS Support Team and all staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development for implementing PBIS.	Professional Learning	08/12/2015	12/15/2017	\$0	No Funding Required	PBIS team

## Goal 9: School will use 100% of the Instructional Resources within two years to support student access to high quality resources.

### Measurable Objective 1:

collaborate to determine which textbooks and instructional materials align to KCAS based classroom practices by 05/25/2017 as measured by 100% of the funds allocated for instructional materials being used to improve student access to high quality standards' aligned resources.

### Strategy 1:

Instructional resource - Administration, district specialists and teacher leaders will collaborate to determine needs and resources to best support rigorous classroom instruction.

Category: Continuous Improvement

Activity - Identifying resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with district specialists & library media specialists to identify rigorous instructional materials for classroom instruction and library resources.	Academic Support Program	12/02/2016	12/15/2017	\$0	No Funding Required	ILT, Administration & Librarian

Activity - Purchase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials identifies to provide rigorous instructional supports.	Other - Materials purchase	12/02/2016	12/15/2017	\$300000	Text Books	ILT, Administration and Librarian

## Goal 10: Decrease number of novice students in Reading and Math

### Measurable Objective 1:

collaborate to reduce the percentage of novice GAP students to 31.1% in math by 12/15/2017 as measured by Unbridled Learning Accountability Model.

SY 2016-2017

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**(shared) Strategy 1:**

Response to Intervention - A Tiered intervention program will be implemented to increase the number of students at the proficient level as measured by the KPREP.

Category: Learning Systems

Activity - Small Group RTI Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below the proficient level in reading and math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	Counselors, Language Arts and Math Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will have the opportunity to attend Saturday school, after school ESS, and work on Study Island and/or Successmaker.	Academic Support Program	08/12/2015	12/16/2016	\$9000	State Funds	ESS Coordinator, Counselors

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored Novice on KPREP, Basic on SRI and Basic on iReady will participate in an RTI class.	Class Size Reduction	08/22/2016	12/15/2017	\$0	No Funding Required	Goal Clarity Coach, Counselors, Language Arts and Math teachers.

**Measurable Objective 2:**

collaborate to reduce the percentage of notice GAP students to 31.9% in Reading by 12/15/2017 as measured by the Unbridled Learning Accountability Model.

**(shared) Strategy 1:**

Response to Intervention - A Tiered intervention program will be implemented to increase the number of students at the proficient level as measured by the KPREP.

Category: Learning Systems

Activity - Small Group RTI Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below the proficient level in reading and math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/16/2016	\$0	No Funding Required	Counselors, Language Arts and Math Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Targeted students will have the opportunity to attend Saturday school, after school ESS, and work on Study Island and/or Successmaker.	Academic Support Program	08/12/2015	12/16/2016	\$9000	State Funds	ESS Coordinator, Counselors
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Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored Novice on KPREP, Basic on SRI and Basic on iReady will participate in an RTI class.	Class Size Reduction	08/22/2016	12/15/2017	\$0	No Funding Required	Goal Clarity Coach, Counselors, Language Arts and Math teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advanced Program	Challenging and appropriate courses, activities, and opportunities will be provided for students who qualify for Advanced Program.	Direct Instruction	08/12/2015	12/15/2017	\$0	All Teachers, Counselors, Administrators
Differentiated Instruction	Social Studies teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	Social Studies Teachers, Administrators, Goal Clarity Coach
Instruction of Diverse Populations	Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers
RTI	Students who scored Novice on KPREP, Basic on SRI and Basic on iReady will participate in an RTI class.	Class Size Reduction	08/22/2016	12/15/2017	\$0	Goal Clarity Coach, Counselors, Language Arts and Math teachers.
Assessment Reflection	Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	Social Studies Teachers
Differentiated Instruction	Math teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	Math Teachers, Administrators, Goal Clarity Coach
Counselor Services	School counselors will monitor progress and data, schedule classes, and communicate with parents to ensure academic supports for all students. They will assist targeted students and families through programs and by partnering with groups within and outside of the school to address academic and non-academic needs.	Behavioral Support Program	08/12/2015	12/15/2017	\$0	Counselors
Vocabulary Instruction	Introduction to vocabulary using the frayer model and similar strategies/resources will be used to increase student mastery of Tier 2 and Tier 3 vocabulary to decrease novice levels as well as increase proficiency.	Direct Instruction	12/01/2016	12/15/2017	\$0	Social Studies teachers

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Instruction of Diverse Populations	Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	All Science Teachers
Data based instruction	ECE teachers will use student data to evaluate student progress, inform instruction, and to evaluate IEP effectiveness.	Direct Instruction	08/15/2016	12/15/2017	\$0	ECE teachers and Counselors, Goal Clarity Coach
Effective Classroom instruction	All teachers will use a variety of instructional techniques, including, but not limited to the Approaches to Learning, differentiated instruction, higher-order thinking/questioning techniques, and components of the Classroom Instructional Framework to provide students with challenging and equitable opportunities to develop learning, thinking, and life skills.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers, Administrator s, IB Coordinator, Goal Clarity Coach
Classroom Instruction	Instruction will emphasize analytic skills, vocabulary, science concepts, cross cutting concepts, science and engineering practices, and scientific explanation (claim, evidence, reasoning).	Direct Instruction	12/16/2016	12/15/2017	\$0	All Science Teachers
On Demand	All language arts teachers will complete at least two on demand prompts throughout the year.	Academic Support Program	12/16/2016	12/15/2017	\$0	Language Arts teachers
YSC Services	The YSC assists students and families through programs, referrals to outside agencies (Seven Counties and the Campbellsville University Marriage and Family Therapy program) and by partnering with groups within and outside of the school. The center works with families to improve student attendance, to decrease problems with behavior or suspensions, to offer academic support, to deal with mental/physical health issues and to offer parent support and assistance. Parents are able to provide feedback/input through the JCPS Middle/High YSC Parent/Guardian Survey. All students and families are served regardless of income.	Behavioral Support Program	08/12/2015	12/15/2017	\$0	YSC Coordinator
ELA Integration	Social studies teachers will integrate current state reading standards using various sources and materials.	Direct Instruction	08/12/2015	12/15/2017	\$0	Social Studies teachers
Instruction of Diverse Populations	Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	All Math teachers
Assessment Reflection	Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	Math Teachers
Small group RTI classes	Students performing below the Novice level in math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/01/2016	12/15/2017	\$0	Math Teachers, Goal Clarity Coach & Counselors

# Comprehensive School Improvement Plan

Highland Middle School

Differentiated Instruction	All teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers, Language Arts Department Chair, Program Review Committee (Writing), Goal Clarity Coach
Differentiated Instruction	Teachers will receive professional development on Differentiated Instruction. Math and Reading Department Chairs and Goal Clarity Coach will attend district professional development.	Professional Learning	08/12/2015	12/15/2017	\$0	Math and Reading Department Chair, Goal Clarity Coach
Identifying resources	Collaborate with district specialists & library media specialists to identify rigorous instructional materials for classroom instruction and library resources.	Academic Support Program	12/02/2016	12/15/2017	\$0	ILT, Administration & Librarian
Common Assessment	Common PLC assessments and collaboration with math teachers at the same grade level and between grades.	Professional Learning	12/16/2016	12/15/2017	\$0	All math teachers
Curriculum	All teachers will align instruction with current state standards and follow SBDM approved curriculum maps, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers, Administrators
Assessment Reflection	Select gap group students will be identified for focused differentiated instructional strategies. Their progress will be monitored individually with the use of goals and assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	All Language Arts Teachers
Multicultural Projects	Students will participate in completing Multicultural Projects in each Social Studies class	Other	08/12/2015	12/15/2017	\$0	All Social Studies Teachers
Content Area Writing	Teachers of all content areas will follow the school's Writing Plan as monitored by the Program Review Committee.	Direct Instruction	08/12/2015	12/15/2017	\$0	All Teachers, Program Review Committee
Disaggregated Data Analysis	Administrators will work with the Goal Clarity Coach to routinely analyze disaggregated data from a variety of sources (KPREP, CASCADE, Dashboard, SRI, etc.) to identify students for intervention, track gap group students, and monitor their progress.	Other	08/12/2015	12/15/2017	\$0	Administrators, Goal Clarity Coach
ECE small group instruction	ECE teachers will deliver and support instruction of core standards in a collaborative and/or small group setting as needed by IEP and/or student need.	Class Size Reduction	08/15/2016	12/15/2017	\$0	ECE teachers
Assessment Reflection	Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0	All Science Teachers

# Comprehensive School Improvement Plan

Highland Middle School

Formative Assessment	Teachers will provide students with specific and timely feedback about their learning, choosing from a variety of assessments including school-based classroom and common formative assessments, and district-level diagnostic assessments.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers, Administrators
Small Group RTI Classes	Students performing below the proficient level in reading and math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/16/2016	\$0	Counselors, Language Arts and Math Teachers
Professional Development	Teachers will receive professional development for implementing PBIS.	Professional Learning	08/12/2015	12/15/2017	\$0	PBIS team
Math Integration	All science teachers will integrate math content in their instruction	Academic Support Program	12/16/2016	12/15/2017	\$0	Science Teachers
Portfolio	All students will complete a portfolio based on the JCPS guidelines and requirements. At least one piece will come from a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0	Language Arts teachers, Core Content teachers
Climate and Safety	This Climate/Safety Committee will meet monthly to track and analyze student behavioral data. The committee will plan strategies in conjunction with the PBIS Support Team to decrease negative student behaviors on buses, in classrooms, and in common areas.	Behavioral Support Program	08/12/2015	12/15/2017	\$0	Climate/Safety Committee
Instruction of Diverse Populations	Teachers will include an exploration of other cultures and individual student backgrounds and experiences in planning and instruction to increase academic engagement.	Direct Instruction	08/12/2015	12/16/2016	\$0	Social Studies Teachers
Wellness Policy	The school will develop a wellness policy that includes nutrition education and goals for nutrition promotion, physical activity, and other school-based activities to promote student wellness, as well as nutrition guidelines for all foods available on campus.	Academic Support Program	08/12/2015	12/15/2017	\$0	Administrators, Health and PE teachers
Differentiated Instruction	Science teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	12/16/2016	12/15/2017	\$0	Science Teachers, Administrators, Goal Clarity Coach
Diversity Training	Teachers will have access to Diversity training and activities	Professional Learning	12/16/2016	12/15/2017	\$0	Teachers
Differentiated Instruction	Language Arts and Reading teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0	Language Arts Teachers; Reading Teachers, Goal Clarity Coach



# Comprehensive School Improvement Plan

Highland Middle School

Data Based Instruction	ECE teachers will use student data to evaluate student progress, inform instruction, and to evaluate IEP effectiveness.	Direct Instruction	08/12/2015	12/15/2017	\$0	ECE Teachers and Counselors, Goal Clarity Coach
Assessment Sources	Teachers will use results from IB MYP Criteria Assessments, school-based classroom and common assessments, SRI testing, and district created diagnostic and proficiency assessments from the CASCADE system to provide specific and timely feedback, monitor student progress, and modify instruction.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers, Administrators, Goal Clarity Coach
Feedback for Parents	All teachers will provide specific and timely feedback for parents and guardians using the Parent Portal, District Progress Reports, Report Cards, IB MYP Assessments, Telephone, E-Mail, and In-Person Parent-Teacher Conferences. Progress Reports will be administered in the three week interim between Report Cards. IB MYP Criteria Assessment Reports will be sent home with each Report Card.	Parent Involvement	08/12/2015	12/15/2017	\$0	All Teachers
Writing Process	During each unit of study, writing instruction will include brainstorming, organizing, drafting, revising, and publishing.	Direct Instruction	08/15/2016	12/01/2017	\$0	All teachers
Effective Feedback	Teachers will utilize multiple effective formative assessment strategies to modify instruction and provide specific and timely feedback to students about their learning, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/13/2014	12/15/2017	\$0	All teachers, Administrators
On-going Use of Data to Inform Instruction	All teachers will analyze assessment data at regular intervals to track student levels of mastery of standards. Data will be analyzed on an on-going basis to determine next steps for instruction. Teachers will design and implement intervention strategies to assist students in reaching proficiency. Teachers will also design and implement enrichment activities to provide higher-level students with challenging activities and opportunities.	Direct Instruction	08/12/2015	12/15/2017	\$0	All teachers, Administrators, Goal Clarity Coach
Print Rich Classrooms	All classrooms will be "print rich" with current student work, and other visuals appropriate for the content being taught; in addition, teachers will have their daily agendas and daily learning targets posted.	Other	08/12/2015	12/15/2017	\$0	All teachers, Administrators
ECE Small Group Instruction	ECE teachers will deliver and support instruction of core standards in a small group and/or collaborative setting.	Direct Instruction	08/12/2015	12/15/2017	\$0	ECE Teachers and Counselors
Extending experiences	Students will have the opportunity to complete projects that extend their classroom experiences and relate the content to real world experiences.	Direct Instruction	12/16/2016	12/01/2017	\$0	All Math Teachers
Scheduling	Counselors and Related Arts teachers will collaborate to create a master schedule allowing for a deliberate rotation within the Related Arts classes so that students have access to world language, arts, technology, PE and Health courses.	Other	08/12/2015	12/15/2017	\$0	Counselors, Related Arts Teachers

**Comprehensive School Improvement Plan**

Highland Middle School

Instruction of Diverse Populations	Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0	All Language Arts and Reading Teachers
Nystrom Atlas	Nystrom Atlas - 6th World Geography, 7th World History, 8th US History Teachers integrate the text into their curriculum to enable students to acquire the skills of reading maps, timelines, graphs, and bulleted overviews.	Direct Instruction	08/15/2016	12/15/2017	\$0	All Social Studies teachers
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum	All ELA teachers will use Collections as the basal reader.	Direct Instruction	10/05/2016	12/15/2017	\$126282	All ELA teachers
CPM	The curriculum of College Preparatory Math will be taught at all grade levels.	Direct Instruction	10/05/2016	12/15/2017	\$0	All Math teachers
<b>Total</b>					\$126282	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Integration	All science teachers will integrate current state reading standards using Scholastic Science World, textbooks, FOSS and/or STC modules, and current events resources.	Direct Instruction	08/12/2015	12/16/2016	\$0	Science Teachers
Vocabulary Instruction	Word walls, illustrated dictionaries and/or similar strategies/resources will be used to increase student mastery of vocabulary.	Direct Instruction	12/16/2016	12/15/2017	\$0	Science Teachers
<b>Total</b>					\$0	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Targeted students will have the opportunity to attend Saturday school, after school ESS, and work on Study Island and/or Successmaker.	Academic Support Program	08/12/2015	12/16/2016	\$9000	ESS Coordinator, Counselors
ESS	Targeted students will have the opportunity to attend Saturday School, after school ESS, and work on technology based programs such as Study Island and Successmaker. Data will be collected at least twice per year to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/15/2017	\$9000	ESS Coordinator and Counselors

# Comprehensive School Improvement Plan

Highland Middle School

Extended School Services	Targeted students will have the opportunity to attend the transition center, after school ESS with CPM experiences as well as having the opportunity to work on Study Island, Edgenuity, and/or E-School.	Academic Support Program	08/12/2015	12/15/2017	\$9000	ESS Coordinator and Counselors
<b>Total</b>					<b>\$27000</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Implementation	Collect common area and classroom behavior data to identify needs, and begin to implement tiered interventions	Behavioral Support Program	08/12/2015	12/15/2017	\$0	PBIS Support Team and all staff
PD Plan	The school will implement an SBDM approved PD plan that includes job-embedded PD. The implementation of the plan will be monitored, evaluated, and revised as necessary by teachers and administrators.	Professional Learning	08/12/2015	12/15/2017	\$1000	All teachers, Administrators
Literacy	Primary and secondary sources, articles, and publications will be used to teach Geography, Economics, U.S. History, World History, Government, Maps, Graphs, and current events to increase proficiency	Direct Instruction	08/12/2015	12/15/2017	\$2900	All Social Studies teachers
Evidence	All teachers will maintain evidence of the integration of Program Review components and student work samples.	Direct Instruction	08/12/2015	12/15/2017	\$1500	All teachers, Administrators, Program Review Committee
Reading Strategy Instruction	Teachers will deliver instruction in a variety of reading strategies to increase fluency, comprehension, and independence. Reading strategies will be taught cross curricular in all content and related arts classes.	Direct Instruction	08/12/2015	12/15/2017	\$0	All Teachers, Goal Clarity Coach
IB MYP Implementation	Selected teacher-leaders, administrators, and the IB coordinator will attend IB conferences and workshops (as required by IB) for the purpose of training staff members in their content areas and improving IB implementation. All teachers will participate in department and school-based professional development in the IB MYP program. All teachers will develop and submit IB Unit Plans on ManageBac. All teachers will integrate components of the IB MYP program (backward planning, horizontal and vertical planning) into their unit plans and daily lessons. IB MYP program components (community service, etc.) will also provide enrichment and extension activities. An IB coordinator position will be maintained to oversee IB PD and implementation. The IB coordinator position is a required position.	Direct Instruction	08/12/2015	12/15/2017	\$127950	All teachers, Administrators, and IB coordinator
Curriculum Alignment	All teachers will align curriculum vertically and horizontally to K-CAS and International Baccalaureate Middle Years Programme standards.	Policy and Process	08/12/2015	12/15/2017	\$0	All teachers, IB Coordinator

## Comprehensive School Improvement Plan

Highland Middle School

Small group RTI classes	Students performing at Novice level in Reading will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/15/2017	\$35610	Counselors, Goal Clarity Coach, team leaders, teachers
PD and PLCs	Share student work, analyze data, plan, reflect on teaching and learning, and learn research based instructional strategies to continually improve instructional practices. These will take place during regular Tuesday meetings, Gold days, during summer PD, and as needed. Substitute teachers will also be hired periodically so that Grade-Level, Department PLCs may meet during the school day.	Professional Learning	08/12/2015	12/15/2017	\$10000	Administrators, Department Chairs, IB Coordinator, Goal Clarity Coach
<b>Total</b>					\$178960	

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase	Purchase materials identifies to provide rigorous instructional supports.	Other - Materials purchase	12/02/2016	12/15/2017	\$300000	ILT, Administration and Librarian
<b>Total</b>					\$300000	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

## Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

Highland Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		



# Comprehensive School Improvement Plan

Highland Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

# Comprehensive School Improvement Plan

Highland Middle School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	N/A	Our website is not currently active. This will be up and working by the end of the school year.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

## Comprehensive School Improvement Plan

Highland Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A		

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Increase Social Studies KPREP scores from 58.2% Proficient to 76.8% Proficient by 2019.

**Measurable Objective 1:**

59% of Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Social Studies by 12/15/2017 as measured by KPREP.

**Strategy1:**

Intercultural Awareness - The school community will encourage and promote international-mindedness. Teachers will become more familiar with the backgrounds and cultures of individual students, using IB cultural competencies, which will help them build rapport and understanding concerning students' backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include an exploration of other cultures and individual student backgrounds and experiences in planning and instruction to increase academic engagement.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Social Studies Teachers

**Goal 2:**

Increase Science scores from 29% proficient to 47% proficient by 2019.

**Measurable Objective 1:**

21% of Seventh grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Science by 12/16/2017 as measured by KPREP.

## Comprehensive School Improvement Plan

Highland Middle School

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### Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Science Teachers

### Goal 3:

Increase Math KPREP scores from 42.1% proficient to 67.9% proficient by 2019.

### Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in Mathematics by 12/15/2017 as measured by KPREP.

### Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

## Comprehensive School Improvement Plan

Highland Middle School

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Math teachers

### Goal 4:

Increase Reading KPREP scores from 56 % proficient to 75.6% proficient by 2019.

### Measurable Objective 1:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Language Arts and Reading Teachers

### Goal 5:

Increase Writing KPREP scores from 39.7 % proficient to 66.5% proficient by 2019.

### Measurable Objective 1:

47% of Sixth and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them



# Comprehensive School Improvement Plan

Highland Middle School

build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All teachers

## Goal 6:

All teachers will continue to implement the Positive Behavior Interventions and Supports system.

## Measurable Objective 1:

collaborate to receive training and continue to implement the PBIS system in common areas and classrooms by 12/15/2017 as measured by a decrease in behavior referrals and suspensions school-wide and for targeted groups.

## Strategy1:

Behavioral Interventions - All Staff will work with the PBIS Support Team

Category:

Research Cited: Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008).Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial.Education and Treatment of Children, 31, 1-26.

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect common area and classroom behavior data to identify needs, and begin to implement tiered interventions	Behavioral Support Program	08/12/2015	12/15/2017	\$0 - General Fund	PBIS Support Team and all staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development for implementing PBIS.	Professional Learning	08/12/2015	12/15/2017	\$0 - No Funding Required	PBIS team

# Comprehensive School Improvement Plan

Highland Middle School

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## Goal 1:

Decrease number of novice students in Reading and Math

## Measurable Objective 1:

collaborate to reduce the percentage of novice GAP students to 31.1% in math by 12/15/2017 as measured by Unbridled Learning Accountability Model.

## Strategy1:

Response to Intervention - A Tiered intervention program will be implemented to increase the number of students at the proficient level as measured by the KPREP.

Category: Learning Systems

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will have the opportunity to attend Saturday school, after school ESS, and work on Study Island and/or Successmaker.	Academic Support Program	08/12/2015	12/16/2016	\$9000 - State Funds	ESS Coordinator, Counselors

Activity - Small Group RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficient level in reading and math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Counselors, Language Arts and Math Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice on KPREP, Basic on SRI and Basic on iReady will participate in an RTI class.	Class Size Reduction	08/22/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, Counselors, Language Arts and Math teachers.

## Measurable Objective 2:

collaborate to reduce the percentage of notice GAP students to 31.9% in Reading by 12/15/2017 as measured by the Unbridled Learning Accountability Model.

## Strategy1:

Response to Intervention - A Tiered intervention program will be implemented to increase the number of students at the proficient level as measured by the KPREP.

Category: Learning Systems

## Comprehensive School Improvement Plan

Highland Middle School

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will have the opportunity to attend Saturday school, after school ESS, and work on Study Island and/or Successmaker.	Academic Support Program	08/12/2015	12/16/2016	\$9000 - State Funds	ESS Coordinator, Counselors

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored Novice on KPREP, Basic on SRI and Basic on iReady will participate in an RTI class.	Class Size Reduction	08/22/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, Counselors, Language Arts and Math teachers.

Activity - Small Group RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficient level in reading and math will participate in a tiered RTI class. Data will be collected to adjust activities and make decisions about placement.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	Counselors, Language Arts and Math Teachers

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

### Goal 1:

Increase Social Studies KPREP scores from 58.2% Proficient to 76.8% Proficient by 2019.

### Measurable Objective 1:

59% of Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Social Studies by 12/15/2017 as measured by KPREP.

## Comprehensive School Improvement Plan

Highland Middle School

### Strategy1:

Data Analysis - Social Studies PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Tomlinson, C.A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. ASCD: Alexandria, VA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	Social Studies Teachers, Administrators, Goal Clarity Coach

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0 - No Funding Required	Social Studies Teachers

### Strategy2:

Intercultural Awareness - The school community will encourage and promote international-mindedness. Teachers will become more familiar with the backgrounds and cultures of individual students, using IB cultural competencies, which will help them build rapport and understanding concerning students' backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International

Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include an exploration of other cultures and individual student backgrounds and experiences in planning and instruction to increase academic engagement.	Direct Instruction	08/12/2015	12/16/2016	\$0 - No Funding Required	Social Studies Teachers

## Comprehensive School Improvement Plan

Highland Middle School

Activity - Multicultural Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in completing Multicultural Projects in each Social Studies class	Other	08/12/2015	12/15/2017	\$0 - No Funding Required	All Social Studies Teachers

### Goal 2:

Increase Science scores from 29% proficient to 47% proficient by 2019.

### Measurable Objective 1:

21% of Seventh grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state standards in Science by 12/16/2017 as measured by KPREP.

### Strategy1:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Science Teachers

### Strategy2:

Data Analysis - Science PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0 - No Funding Required	All Science Teachers

## Comprehensive School Improvement Plan

Highland Middle School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students, as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	12/16/2016	12/15/2017	\$0 - No Funding Required	Science Teachers, Administrators, Goal Clarity Coach

### Goal 3:

Increase Math KPREP scores from 42.1% proficient to 67.9% proficient by 2019.

### Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in Mathematics by 12/15/2017 as measured by KPREP.

### Strategy1:

ECE Instruction - ECE teachers will pull out and/or collaborate with comprehensive Math teacher to provide instruction that reinforces math concepts for ECE students. In addition, some ECE teachers will serve as the teacher of record for some ECE math students.

Category: Learning Systems

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Implementing response-to-intervention in elementary and secondary schools; Burns, M.K. & Gibbons, K.A., 2008

Activity - ECE small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will deliver and support instruction of core standards in a collaborative and/or small group setting as needed by IEP and/or student need.	Class Size Reduction	08/15/2016	12/15/2017	\$0 - No Funding Required	ECE teachers

### Strategy2:

ECE Data analysis - ECE teachers will track all ECE students with assessment data at regular intervals. The data for each student will be analyzed by ECE teachers on an on-going basis to determine next steps for instruction.

Category: Teacher PGES

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend, Inc.: NC

Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right - Using it well. ETS: Portland, OR

## Comprehensive School Improvement Plan

Highland Middle School

Activity - Data based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will use student data to evaluate student progress, inform instruction, and to evaluate IEP effectiveness.	Direct Instruction	08/15/2016	12/15/2017	\$0 - No Funding Required	ECE teachers and Counselors, Goal Clarity Coach

### Strategy3:

Data Analysis - Math PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Principal PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies, and their progress monitored, through the use of assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0 - No Funding Required	Math Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	Math Teachers, Administrators, Goal Clarity Coach

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common PLC assessments and collaboration with math teachers at the same grade level and between grades.	Professional Learning	12/16/2016	12/15/2017	\$0 - No Funding Required	All math teachers

### Strategy4:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

## Comprehensive School Improvement Plan

Highland Middle School

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Math teachers

Activity - Diversity Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to Diversity training and activities	Professional Learning	12/16/2016	12/15/2017	\$0 - No Funding Required	Teachers

### Goal 4:

Increase Reading KPREP scores from 56 % proficient to 75.6% proficient by 2019.

### Measurable Objective 1:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy1:

Data Analysis - Language Arts PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Assessment Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select gap group students will be identified for focused differentiated instructional strategies. Their progress will be monitored individually with the use of goals and assessment reflections.	Academic Support Program	08/12/2015	12/15/2017	\$0 - No Funding Required	All Language Arts Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts and Reading teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	Language Arts Teachers; Reading Teachers, Goal Clarity Coach

### Strategy2:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES



## Comprehensive School Improvement Plan

Highland Middle School

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All Language Arts and Reading Teachers

### Strategy3:

ECE Data Analysis - ECE teachers will track all ECE students with assessment data at regular intervals. The data for each student will be analyzed by ECE teachers on an on-going basis to determine next steps for instruction.

Category: Teacher PGES

Research Cited: Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend, Inc.: NC

Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). Classroom assessment for student learning: Doing it right, Using it well. ETS: Portland, OR

Activity - Data Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will use student data to evaluate student progress, inform instruction, and to evaluate IEP effectiveness.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	ECE Teachers and Counselors, Goal Clarity Coach

### Strategy4:

ECE Instruction - ECE teachers will pull out and/or collaborate with Language Arts teacher in the comprehensive classroom to provide instruction that reinforces reading strategies and comprehension for ECE students.

Category: Teacher PGES

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Implementing response-to-intervention in elementary and secondary schools; Burns, M.K. & Gibbons, K.A., 2008

Activity - ECE Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will deliver and support instruction of core standards in a small group and/or collaborative setting.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	ECE Teachers and Counselors

# Comprehensive School Improvement Plan

Highland Middle School

## Goal 5:

Increase Writing KPREP scores from 39.7 % proficient to 66.5% proficient by 2019.

### Measurable Objective 1:

47% of Sixth and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy1:

Data Analysis - Language Arts PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All teachers, Language Arts Department Chair, Program Review Committee (Writing), Goal Clarity Coach

### Strategy2:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All teachers

## Comprehensive School Improvement Plan

Highland Middle School

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**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

### Goal 1:

Increase Writing KPREP scores from 39.7 % proficient to 66.5% proficient by 2019.

### Measurable Objective 1:

47% of Sixth and Eighth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

### Strategy1:

Data Analysis - Language Arts PLC teams will analyze assessment data specific to Gap group students for the purpose of identifying and developing strategies to address and decrease learning gaps.

Category: Teacher PGES

Research Cited: Dufour, R. (May, 2004). What is a "professional learning community"?, Educational Leadership.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement differentiated instructional strategies and activities to increase the levels of proficiency for Gap group students as monitored by walk-throughs, formal, and informal observations.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All teachers, Language Arts Department Chair, Program Review Committee (Writing), Goal Clarity Coach

### Strategy2:

Intercultural Awareness - Teachers will become more familiar with the backgrounds and cultures of individual students, which will help them build rapport and build on students backgrounds, experiences and prior knowledge.

Category: Teacher PGES

Research Cited: Wade, Julie. (2011). Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme. Bethesda, MD: International Baccalaureate Organization.

Cleveland, R. (2011). Connecting dropouts to career pathways. (Eric: EJ941206).

Howard, G. (1994). We can't teach what we don't know: white teachers, multiracial schools, 2nd ed. Teachers College Press: Columbia

# Comprehensive School Improvement Plan

Highland Middle School

University: New York

Activity - Instruction of Diverse Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use individual student backgrounds and experiences to increase academic engagement.	Direct Instruction	08/12/2015	12/15/2017	\$0 - No Funding Required	All teachers

## Measurable Objective 2:

53% of Sixth and Eighth grade students will demonstrate a proficiency on Common Core standards in English Language Arts by 12/15/2017 as measured by KPREP.

## Strategy1:

Writing Instruction - During each instructional unit, teachers will provide strategies that help students develop and support their ideas.

Category: Teacher PGES

Research Cited: Brookhart, S.M. (2008). How to give effective feedback to your students. ASCD: Alexandria, VA

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD: Alexandria, VA

Activity - Writing Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During each unit of study, writing instruction will include brainstorming, organizing, drafting, revising, and publishing.	Direct Instruction	08/15/2016	12/01/2017	\$0 - No Funding Required	All teachers

Activity - Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will complete a portfolio based on the JCPS guidelines and requirements. At least one piece will come from a different content area.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	Language Arts teachers, Core Content teachers

Activity - On Demand	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All language arts teachers will complete at least two on demand prompts throughout the year.	Academic Support Program	12/16/2016	12/15/2017	\$0 - No Funding Required	Language Arts teachers

# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Highland Middle School is part of the Jefferson County Public Schools (JCPS) system. JCPS is one of the largest urban school districts in the country. Highland Middle has approximately 928 students. Of the 928 students, 59.16% are minority, 10.5% receive special education services and 73% are on the free and reduced lunch program. Highland has 56 certified teachers, one principal, three counselors, three assistant principals, and 47 support staff employees. Highland is an authorized International Baccalaureate school which stresses holistic learning and developing well-rounded students. The school continues to struggle with achievement of our Gap students. Our diversity index and percentage of students eligible for the Free and Reduced Lunch program indicate a growing number of Gap group students, especially over the last several years. The highest scores on our most recent Comprehensive School Survey are, for students and parents, on the items related to relationships with caring adults. Teachers continue to focus on understanding individual student needs, building stronger teacher-student relationships, supporting and encourage students. Through this we see students striving for academic achievement, becoming independent thinkers, and developing community responsibility.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The Vision Statement: Each Highland student will progress with the academic, social, and global skills needed to be successful in high school and beyond.

Mission Statement: Highland Middle School teaches to high academic and social standards so that each member of the school community becomes more internationally minded and develops a desire for lifelong learning and community responsibility.

Highland embodies its mission and vision in everything the school offers. We are an authorized International Baccalaureate Middle Years Programme (IB MYP) World School. The IB MYP was adopted by our teaching staff and school council because of its focus on inquiry based learning, intercultural awareness, communication, and preparing students for education and careers in a global society. Students experiences a holistic curriculum, which includes for core content classes, Physical Education, World Language, Arts, and technology. Its implementation assures a rigorous and relevant education for all students. In addition, Highland also implements a tiered RTI program in Reading and Math to assist students struggling in those areas.

Highland has a variety of sports, clubs, activities, PTSA and school events for which we actively encourage students and staff participation to encourage and maintain our school's sense of community.



## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Highland is a fully authorized International Baccalaureate World School. We have increased the amount of staff members attending IB professional development. The school is implementing a Spanish Immersion program that is a part of a JCPS K-12 initiative.

During the next three years Highland will continue to focus on execution of the state approved academic standards and structuring them within the IB MYP framework to provide a rigorous inquiry focused education that helps all students meet and exceed their potential.

Highland will also continue to focus on the data of our "Gap" students and ensure that resources and opportunities are put in place to move each student to or above proficiency.

Content area teachers have time set aside each week to meet in grade-level PLCs. Highland will continues to work diligently to increase the focus and effectiveness of our PLCs in order to ensure our teachers are better able to meet the challenge of teaching a more rigorous inquiry focused curriculum.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The perception and day to day culture and climate has seen a significant change. With new leadership, as of August 2016, Highland is seeing a compelling transformation in the overall climate of the school.