



HIGHLAND HILLS MIDDLE SCHOOL

2015-17 PL221 School Improvement Plan

*Highland Hills Middle School
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2015 Indiana School to Watch*

Expect Excellence – Realize Potential

Highland Hills Middle School
Public Law 221 School Improvement Plan 2015-17
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Description and Location of the Curriculum

The content taught is based on the Indiana Academic Standards. Pacing guides and Rigorous Curriculum Design (RCD's) Units of Study have been developed in all areas and are located on our Pivot Evaluation System.

Titles and Descriptions of Assessment Instruments to be used in addition to ISTEP+

Assessment Name	Type of Assessment	Grade Level	Subject
Common Formative Assessments	Formative/Summative	Grades 5,6,7,8	Language Arts and Mathematics
District Exams	Criterion-referenced Exam	Grades 7 and 8	Various
Writing Prompts	Formative/Summative	Grade 5,6,7,8	Various

Parental Participation

The large numbers of parents who are willing to do anything that the school community asks of them has always blessed Highland Hills. The parents have been involved with and contributed greatly to the goal of maintaining the climate of an exemplary middle school.

There is an active PTO/ Renaissance group. They also provide snacks and treats to the teachers and staff throughout the year. Additionally, through this group, there are parents who serve on the school improvement committee. There are also parents who, while not able to participate on an ongoing basis with PTO/ Renaissance, still help out at many one-time activities. The parents volunteer with the theatre department, athletic department and chaperone on field trips, dances, etc. Parents of HHMS students play an active role in the education process by maintaining contact with teachers, administrators and supporting the efforts with their children. These contributions include:

- Teacher Lunch
- Walk-a-thon
- Book Fair
- Decorations for the school
- Cafeteria assistance (first week of school)
- Bus assistance (first week of school)
- Locker assistance (first week of school)
- Supervision at school events
- Office area volunteers
- Classroom volunteers

Parental Participation at HHMS Events

- Approximately 1000 Parents attended 5th / 6th Grade Open House in July 2015
- Approximately 800 Parents attended 7th / 8^h Grade Open House in July 2015
- Approximately 750 Parents have supplied their contact information for our volunteer list in 2015

Plan to Increase Parent Participation 2015 - 2017

- Recruit parents at Open House, through attending monthly PTO meetings, keep current our Facebook, Twitter and school website information.
- Compile parent email data, use INOW email feature to send home upcoming information and important dates to remember.
- Develop a Remind101 Daily Announcement system for parents and community to gain daily information pertaining to HHMS activities.
- Update parent resource list.
- Continue to develop the plan for Team Parents (similar to room parents in elementary school – 1 or 2 parents assigned to a team for assistance).

Henderson, A.T., Mapp, K.L., Johnson, R.J., and Davies, D (2007). *Beyond the Bake Sale*. New York, NY: The New Press.

Technology as a Learning Tool Individualized Building Plan 2014-17

Goal 2014-15: Classroom integration of interactive technologies will be installed in all core classrooms.

Strategies: Formulate a 3 year plan to provide funding, training, and implementation of interactive technologies for instructional purposes. Training opportunities will be scheduled for faculty throughout the school year.

Progress: As of September 2014 smart boards have been installed in every classroom at Highland Hills Middle School.

Goal 2015-17: Provide training to all teachers on effective implementation of mobile device technology in the classroom.

Strategies: Update the 3 year plan to provide funding, training, and further implementation of interactive technologies for instructional purposes.

Progress: Highland Hills Middle School is currently in its eleventh year of existence and has useful modes of technology available to all students.

- **Business Technology Education** - One networked lab for computer keyboarding, computer applications and Microsoft Office.
- **Career Technology Education (Project Lead the Way)** - One networked lab with access to the Internet. Computer modules are used by students to learn bridge building, robotics.
- **Media Center** - One networked lab with access to the Internet for student and classroom use.
- **General Purpose** - Five networked labs with Internet access for use by all departments and disciplines. The school district has an established Technology Continuum that guides the use of all technology across the curriculum. HHMS has created enough computer labs for general use and for those classes that require dedicated labs like Career Technology and Business Technology. In addition to these labs, additional computers exist in many classrooms for individual teacher and student use.

Curricular Uses of Technology and the Internet

- All teachers have access to a teacher workstation in their classroom and technology with access to the Internet. All teachers have access and are trained in the use of the electronic grade book (INOW).
- Teachers will be offered technology training throughout the school year. These training opportunities will occur either after school hours or during professional development times determined by NAFCS.
- Teachers will be encouraged to incorporate technology into their daily lesson plans. The formal observation model may be used to determine how proficient each teacher is with regard to various methods of technology. In-service time may be set aside for technology related professional development so that each of the technology programs may be reviewed.
- The NAFCS technology department may lead some of the professional development training.
- The school district has established a district-wide Technology Committee with representatives from the classroom and administration for the review, evaluation, and purchase of technology equipment and software applications. Periodically this committee surveys staff across the district regarding hardware and software needs.
- Computers are replaced on a designated cycle dependent upon resources. New technology and hardware configurations are piloted by schools as funds or grants are available.
- The school district's Technology Continuum is used as a baseline for the implementation and evaluation of technology and its role across the curriculum and throughout the district. Questionnaires are conducted electronically as established by district policy, state requirements, and school improvement efforts.
- Curricular technology needs are evaluated with textbook adoption cycles by district-wide committees.
- Overall the school is making good progress on all of its stated school improvement goals. Two barriers exist regarding all of the school's technology goals: hardware and software costs and the turnover of staff that requires an annual on-going training program over time.
- Unmet goals and objectives can be addressed by scaling back time-lines and providing additional training opportunities. By working for consensus goals, staff members have great enthusiasm and ownership in the expanding use of technology in the classroom. We have been able to make significant and steady progress towards meeting all of our school improvement goals.

Safe and Disciplined Learning Environment

Highland Hills Middle School strives to maintain the status of an exemplary middle school. A safe and disciplined learning environment is a key component of this goal. Highland Hills Middle School sets a high standard for a safe and disciplined learning environment. Discipline policies are developed as a proactive step in the growth and development of our students. HHMS is consistently reviewing and developing strategies to ensure a safe and orderly learning environment.

There are a variety of programs, described below, that are utilized throughout the year in an attempt to address discipline infractions. Lunch Time Detention (LTD) is the front line of the HHMS consequences. Faculty and staff are able to use the LTD for minor infractions. A Temporary Teacher Dismissal (TTD) is also used to remove the student from the classroom setting for that class period. Suspension Alternative Lab (SAL) is a form of in-school suspension that allows for students to succeed academically while reflecting on the actions that placed them in SAL. The SAL facilitator does an excellent job of both mentoring and tutoring students during their stay in SAL. The last resort is out-of-school suspension and is reserved for the most serious or chronic infractions.

Existing Programs

Anti-Bullying Program – Unfortunately, bullying has become commonplace in schools across the nation. The Olweus anti-bullying program has enhanced our learning environment by providing opportunities for students to become an active part of bully prevention. The activities that take place give students specific strategies to deal with bullying. We have provided resources to help and identify the bullied, the bully, and the bystander. We are also following the newly adopted anti-bullying law enacted by the state of Indiana. In the fall of each year the counselors meet with students to discuss bullying.

Awards Day Program is held at the end of the school year to motivate our students to excel during the school year. Every subject area are given the opportunity to recognize outstanding accomplishments by their students. Students are recognized for outstanding attendance, superior service to others and excellent citizenship. We anticipate 40 to 50 percent of the student population to be recognized for their accomplishments.

Career Awareness is an important element in our curriculum. Each grade level has activities geared toward career exploration and planning for the future.

Core+ is an acceleration/enrichment opportunity for all students in grades 5 and 6.

Peer Tutors (during school) - HHMS allows a number of 7th and 8th grade students to help younger students in grades 5 and 6 who are struggling academically or socially.

Safety Net Program was implemented during the spring semester of 2009 – 2010. The program allows students that are struggling academically with extra time and support. Teachers and paraprofessionals provide extra support to the students during their lunch.

STAR Awards (Students are Terrific, Awesome, and Remarkable) are given once per grading period. All teachers and staff members are encouraged to nominate one student to receive the award per grading period. Students may be nominated for academic or social success. An award ceremony is held, and the parents are invited to attend.

Guidance Lessons are activities scheduled by the grade level counselor. The lessons are scheduled throughout the school year, the focus of the lessons stem from the Indiana Student Standards for Guidance. The three standards of academic, career, and citizenship development, once explored by the student, build a foundation for school success. Each grade level delves into different entities of the standards.

Fifth Grade

- **Lesson 1: Counselor Introduction** - students meet the counselor and learn about the role of the counselor.
- **Lesson 2: Anti-Bullying** - students attend an assembly to learn about the school bullying prevention plan.
- **Lesson 3: Career guidance** - includes general career exploration. The primary focus is on good study skills and work habits.
- **Lesson 4: Developmental Assets** - guidance concentrates on team building, stress and anger coping skills, using positive self-talk.

Sixth Grade

- **Lesson 1: Counselor Introduction**- includes a counseling program survey and an overview of the Indiana *On Track* magazine.
- **Lesson 2 & 3: Anti-Bullying** - assembly in the auditorium and the bullying survey online. One lesson will be completed each semester.
- **Lesson 4: Career Exploration** - via the use of the *On Track* magazine, we will complete activities on career exploration, career domains, and financial aid opportunities for postsecondary settings.
- **Lesson 5: Developmental Assets** - administering the 40 developmental assets survey and reviewing the graduation promise to take home.

Seventh Grade

- **Lesson 1: Counselor Introduction** -includes academic and career development using the Indiana *On Track* magazine, and citizenship development by a school rules and respect game.
- **Lesson 2: How to be a Caring and Compassionate Student** - citizenship is developed as opportunities are given to see how being caring and compassionate can make a difference in the school climate.
- **Lesson 3: Drive of Your Life** - a career exploration activity through the Drive of Your Life interactive website game.
- **Lesson 4: Seventh Grade Summary** - includes a school bullying survey and activities for asset building to promote citizenship development.

Eighth Grade

- **Lesson 1- Counselor Intro.** Reasons to see your counselor and community responsibilities.
- **Lesson 2- Career Survey**- Drive of your Life.

- **Lesson 3- Choosing Career Pathways in High School and Beyond-** Prosser School of Technology will visit each school to discuss career paths.
- **Lesson 4- Introduction to Career Pathways-** 3- post secondary options available to students-College, Military, Vocational/ Technical.
- **Lesson 5- Overview of Diploma tracks-** High school and career planning.

Future Strategies to Maintain and Enhance a Safe School

The following strategies will assist in decreasing the number of incidents at HHMS:

- Continued focus on decreasing the number of discipline infractions for the Top 6 Infractions (shown below).
- Increase visibility of School Resource Officer during the school day
- For 2014-15, Highland Hills will conduct an analysis of our Top 6 infractions (and other discipline listed below) by grade level.

Top 6 Infractions

	2010 - 11	2011-12	2012-13	2013-14	2014-15
Not Completing Homework	1,135	646	660	626	
Disruptive Behavior	718	453	324	323	435
Inappropriate Behavior	492	502	381	570	470
Failure to Return Form	215	197	197	72	49
Excessive Absences	154				
Not Completing Work in Class	140			99	
Tardy		140			
Other		163		115	
Disrespect to an Adult				72	113
Action Endangering Others					69
Bullying					51

Bullying Incidents

	2010 - 11	2011-12	2012-13	2013-14	2014-15
Total	117	91	56	41	51

Lunch Time Detention (LTD)

	2010 - 2011	2011-12	2012-13	2013-14	2014-15
Total	2475	1940	1737	1438	1227

Temporary Teacher Dismissal (TTD)

	2010 - 2011	2011-12	2012-13	2013-14	2014-15
Total	492	382	145	520	549

Expulsions

	2010 - 2011	2011 - 2012	2012-13	2013-14	2014-15
Total	0	4	1	3	2

In School Suspensions (SAL) 2014-15

	Grade 5	Grade 6	Grade 7	Grade 8	Total
Male	13	37	19	15	84
Female	5	0	2	5	12
Total	18	37	21	20	96

Out of School Suspensions (OSS) 2014-15

	Grade 5	Grade 6	Grade 7	Grade 8	Total
Male	6	14	1	9	30
Female	1	0	2	2	5
Total	7	14	3	11	35

Attendance

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
96.9%	96.9%	96.6%	96.7%	97.0%	97.0%	97.2%	96.9%

2014-15 Attendance by Grade

Grade 5	97.3%
Grade 6	97.0%
Grade 7	97.1%
Grade 8	96.3%

Highland Hills Middle School students have shown outstanding attendance and will continue to strive to meet and/or exceed our goal of 97.0%. Counselors, SRO, faculty, and staff will continue to emphasize and model the importance of good attendance at school.

Our counselors and School Resource Officer identify students with attendance issues and make frequent contact with parents. We continue to develop interventions and alternatives for these students as an additional motivational tool to improve their attendance. Attendance packets (along with an academic impact statement) are completed on students with attendance problems and sent to the appropriate agencies.

Highland Hills Attendance by Ethnicity 2014-15

Asian	Multiracial	White	Hispanic	Black	Am. Indian	Total
98.6%	97.6%	97.1%	97.8%	99.4%	98.5%	97.2%

Strategies for Increasing Attendance

- Brainstorm and develop attendance incentives for all grade levels.
- Utilize SRO with attendance issues.
- Counselors and the office staff assist in calling no-shows at the start of school.
- Counselors, SRO, and office staff will identify the students with the most chronic attendance issues and meet with them consistently to monitor and encourage them.

Academic Honors, Technical, and Core 40

Academic Honors, Technical Honors, and Core 40 provisions to offer courses that allow students to be eligible to AHD and to encourage all students to earn an AHD or complete Core 40.

Highland Hills Middle School students begin preparation for their high school courses in grade five. All sixth graders, along with their parents, are invited to sign a Graduation Promise. This promise promotes personal responsibility for academic success and promotes the attainment of a Core 40 diploma with Academic Honors or Technical Honors. Our district offers two levels of high school math at the middle school level. Students may elect to take Algebra I as seventh graders and geometry as eighth graders. The student who begins with Algebra I in the seventh grade may then take six years of high school math classes, culminating with AP Calculus.

Our top mathematics students take Algebra I at Highland Hills Middle School in either the seventh or eighth grade. The last nine years of results are reflected below. During the 2015-16 school year we 173 students enrolled in Algebra and 43 students enrolled in Geometry. We also offer a World Language program, courses in Latin, French, Spanish and German for our top students. Interested students report to Floyd Central High School each morning for Period Zero. They are enrolled in a traditional high school language course, and then return to Highland Hills to complete the regular middle school seven period day. During the 2015-15 school year 32 students participated in this opportunity, while in 2015-16 that number grew to 49 students.

Algebra I ECA Results	2006	2007	2008	2009	2010	2011	2012	2013	2014
HHMS % Passing	70	45	75	92	100	100	97	97	99
State % Passing	24	29	34	42	61	72	69	67	NA

Each year we strive to prepare all eighth grade students for the rigors of high school. Our eighth grade counselor works closely with the freshman counselor at Floyd Central High School to make the transition from middle school to high school a smooth and positive experience. The freshman counselor begins to meet with our eighth graders in November to begin the transition process. Eighth graders are informed of the various diplomas that they can pursue as well as academic expectations of all freshmen.

Floyd Central High School offers a democratic process of enrolling in honors level courses. Any student who wishes to take an honors class may do so. An incoming freshman registration night is also offered to all eighth graders in February. At this registration students and parents have the opportunity to sit down with administrators and/or counselors to discuss course options.

Leadership Information

Administrators:

William Krammes, Principal
Dwight Beall, Assistant Principal
Emily Hatton, Assistant Principal

Teachers:

Kristen Boehnlein, Teacher	Brian Brewer, Teacher
Jessica Cook, Teacher	Amellia Dusch, Teacher
Tim French, Special Education Facilitator	Susan May, Teacher
Amy Paul, Teacher	Alan Sonner, Teacher
Therese Stevens, Teacher	Julie Stewart, Teacher

Parents/ Business / Community Members:

Kevin Becht, Parent, Community Leader

Support Staff:

Elaine Snelling, Paraprofessional

Collection, Analysis, and Reporting of Data

ISTEP+ Data (% column is Percent of students Passing ISTEP+)

All Students

Grade	Spring 2013						Spring 2014						Spring 2015					
	ELA		Math		Sci/SS		ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	354	88	354	97	354	82	343	88	343	95	343	83	365	78	365	82		
6	360	87	360	95	360	85	354	88	354	96	354	85	374	82	374	81	374	78
7	359	86	359	97	359	87	373	87	373	95	373	88	395	79	395	81		
8	387	88	387	93			372	88	372	94			395	71	395	79		

Subgroup: Special Ed

Grade	Spring 2013						Spring 2014						Spring 2015					
	ELA		Math		Sci/SS		ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	36	64	36	86	36	53	34	68	34	82	34	71	38	39	38	53		
6	30	27	30	73	30	43	32	47	32	81	32	47	41	39	41	37	41	44
7	33	45	33	91	33	64	36	47	36	81	36	58	36	33	36	28		
8	25	68	25	68			28	57	28	75			42	31	42	31		

Subgroup: Free/Reduced

Grade	Spring 2013						Spring 2014						Spring 2015					
	ELA		Math		Sci/SS		ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	58	76	58	93	58	71	63	76	63	81	63	63	73	73	73	75		
6	63	71	63	92	63	65	53	77	53	92	53	81	73	59	73	60	73	58
7	48	71	48	94	48	81	54	78	54	89	54	74	61	64	61	61		
8	52	79	52	90			51	82	51	88			55	53	55	64		

IMAST

Grade	Spring 2013						Spring 2014					
	ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%
5	12	100	11	100	9	100	10	70	9	89	10	50
6	15	93	16	88	11	91	8	88	8	63	6	100
7	18	72	16	88	15	67	10	70	11	100	8	75
8	14	79	15	67			6	83	6	50		

ISTEP Trends

Our overall ISTEP scores have continued to be well above the state average in all areas over the past five years. We are very proud of the performance of our students on this exam. We are extremely proud of the fact that we exceeded our goal of 96% passing in math with over 96.2% of our students passing in the Spring 2014. Based on the results of the Spring 2015 exam, we have set our student success goal of 85% passing ELA and Mathematics. We need to continue to look at all types of data, continue to have conversations and continue to find methods that improve the scores of our free/reduced lunch and special education students. Strategies such as co-teaching classrooms, math and English labs for struggling learners have allowed us to focus on the needs of our special education and free/reduced lunch students. We have also implemented Common Formative Assessments, Rigorous Curriculum Design Units of Study and pacing guides in our ELA and math classrooms. These assessments have given us valuable information as to what students are learning and not learning in the classroom.

Current Population

Population at Highland Hills Middle School is predominantly white/non-Hispanic. While we do not reflect a great deal of ethnic diversity in our student population, we make every attempt to employ teachers, administrators, and support staff of various ethnic backgrounds. We do have a great deal of socio-economic diversity which is reflected in the table below. We work to offer support for our at-risk students through our school-wide system of interventions.

2015-2016 Sub Group Information

Free/Reduced Lunch Students	Special Education Students
245	189

Advanced Academic Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Algebra (HS Credit)	145	185	185	172	158	173
Geometry (HS Credit)	32	35	44	58	59	43
Honors Math	210	214	208	178	242	168
Honors English	414	390	411	386	384	429
Honors Social Studies	407	385	412	393	375	414
Honors Science	396	373	404	391	385	428

Action Plan and Professional Development Plan

Action Plan Goal #1

- By Spring 2015, 90% of students in grades 5-8 will meet or exceed Indiana Academic Standards in English/Language Arts as measured by the Indiana State Assessment.
- By Spring 2016, 85% of students in grades 5-8 will meet or exceed Indiana Academic Standards in English/Language Arts as measured by the Indiana State Assessment.
- By Spring 2017, 88% of students in grades 5-8 will meet or exceed Indiana Academic Standards in English/Language Arts as measured by the Indiana State Assessment.

Strategies and Timeline to Reach this Goal

1. Fifth and sixth grade ELA teachers will utilize the 90 Minute Literacy Block with the mini-lesson, vocabulary work, and guided reading components.
2. Fifth and sixth grade teachers will work collaboratively on writing initiatives and follow the NAFCS Pacing Guides.
3. Seventh and eighth grade teachers will continue to develop Rigorous Curriculum Design Units, incorporating complex text reading and writing components, and will follow the NAFCS Pacing Guides for each department.
4. All teachers will collaborate with grade level/department teams weekly to determine student progress, acceleration, and enrichment groups, as well as needed interventions.
5. All ELA teachers in grades 5-8 will utilize common formative assessments/quarterlies to monitor ongoing progress and determine appropriate interventions.
6. Teachers will work with students on the importance of monitoring their own learning and progress.

Corresponding Professional Development Activities

1. Fifth and sixth grade ELA teachers will work with the school literacy coach on the implementation of the 90 Minute Literacy Block. Training and coaching will be designed for the ongoing needs of teachers.
2. Training for teachers on writing pieces and rubrics.
3. Training for teachers on Rigorous Curriculum Design unit development.
4. Continued review of middle school Core+ groupings for specific and timely interventions and worthy enrichment.
5. Ongoing training in common formative assessments and quarterlies.

6. Teachers will be encouraged to attend the NAFCS Professional Development opportunities. Professional growth points and materials will be awarded for those that are able to attend.

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Students' reading progress will be monitored using the data from the common formative assessments, SRI, and some DRA 2. This will provide valuable information to determine the effectiveness of reading strategies as well as the point of need to determine the focus for instruction.
- Students' writing progress will be monitored using rubrics and the collaborative scoring process. This will provide valuable information to determine the effectiveness of writing strategies as well as the point of need to determine the focus for instruction.
- Progress will be determined by the complete analysis of the common formative assessments and ISTEP+/Common Core data.
- At the completion of each formal professional development training, a feedback form will be distributed to teachers to determine the effectiveness of the training from their perspective as well as next steps.

Action Plan and Professional Development

Action Plan Goal #2

- By Spring 2015, 97% of students in grades 5-8 will meet or exceed Indiana Academic Standards in math as measured by the Indiana State Assessment.
- By Spring 2016, 85% of students in grades 5-8 will meet or exceed Indiana Academic Standards in math as measured by the Indiana State Assessment.
- By Spring 2017, 88% of students in grades 5-8 will meet or exceed Indiana Academic Standards in math as measured by the Indiana State Assessment.

Strategies and Timeline to Reach this Goal

1. All teachers will implement the NAFCS Pacing Guides.
2. Math teachers will implement the *Daily Math Review* and *Mental Math* in grades 5-8 of the *Five Easy Steps to a Balanced Math Program*.
3. Teachers will teach and utilize problem-solving strategies as described in *Five Easy Steps to a Balanced Math Program*.
4. Fifth grade math teachers will utilize the *Math Facts Mastery* short assessments with interventions.
5. All teachers will collaborate with grade level/department teams weekly to determine student progress, acceleration groups, and needed interventions in Core+.
6. All math teachers in grades 5-8 will utilize common formative assessments/quarterlies to monitor ongoing progress and determine appropriate interventions.
7. Teachers will work with students on the importance of monitoring their own learning and progress.
8. Some teachers will continue the development of Math Units and share with other teachers at that grade level.

Corresponding Professional Development Activities

1. Teachers will continue to review and revise the NAFCS Pacing Guides.
2. Grade level math teams and math department will work on the implementation of *DMR*, *Mental Math*, and *Problem-solving Techniques* from the *Five Easy Steps to a Balanced Math Program*.
3. Continued training for teachers on *Math Fact Mastery*.
4. Continued review of Middle School Core+ groupings for specific and timely interventions and worthy enrichment.

5. Ongoing training in common formative assessments and quarterlies.
6. Teachers will be encouraged to attend the NAFCS Professional Development opportunities for Five Easy Steps. Professional growth points and materials will be awarded for those that are able to attend.
7. Ongoing training in math unit development.

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Students' math progress will be monitored using the data from the common formative assessments.
- Progress will be determined by the complete analysis of the common formative assessments and ISTEP+/Common Core data.
- At the completion of each formal professional development training, a feedback form will be distributed to teachers to determine the effectiveness of the training from their perspective as well as next steps.

Cultural Competency Plan

The Cultural Competency component of our School Improvement Plan asks us to address the needs of all students as well as the needs of the sub-groups that are active members of our student body. These groups include all students, minority students, special needs students, high ability students, and low socio-economic students. With each of these subgroups, we will address the needs uniquely different to each group.

Below you will see the ethnicity breakdown at Highland Hills for the 2015-16 school year.

Grade	American Indian/Alaskan	Asian	Black African American	Hispanic	Multiracial	Hawaiian Pacific Islander	White	Total
5	3	6	5	7	13	1	362	397
6	1	13	4	9	14	0	347	388
7	3	12	3	12	3	1	372	406
8	4	8	4	13	5	0	389	424
Total	11	39	16	41	35	2	1470	1615

White/ non-Hispanic students:

Ninety-six percent of Highland Hills Middle School students fall into this category. As a collective group, these students are excelling on the state test, and achieving at their expected level on ISTEP. Therefore, we are going to continue to challenge these students in the classroom and push them to achieve at high levels.

Minority Students:

In addition to the many services we provide, our minority students also have access to a variety of opportunities at Highland Hills Middle School. These opportunities include music, art, technology education, world languages, PE and Health, ENL, etc. With the relatively low number of minority students at HHMS, our faculty goes above and beyond to welcome our students and offer them the support necessary to be successful. Our counselors do a tremendous job of assisting our students as well. We offer culturally responsive teaching to all of our students.

Exceptional Learners Plan

Highland Hills Middle School has worked tirelessly to create a curriculum that meets the needs of all students. The learning needs at Highland Hills include Special Education, General Education, and High Ability. The following outlines the programs and classes that Highland Hills has in order to help all students reach their potential.

Special Education

Highland Hills Middle School has a comprehensive program that strives to meet the needs of all special education students. Each special education student's Individual Education Plan is carefully reviewed prior to placing the student in the classroom. Students that need little added support outside of the general education classroom are placed in appropriate classes to meet their needs. Other special education students need more support and are placed in co-teaching classrooms that include a certified general education teacher as well as a special education teacher or paraprofessional. Math and English labs are also offered to both special education and general education students who need extra time and support.

For our most needy special education students (this includes the multiple-handicapped students and the moderately mentally handicapped students), we have specialized curriculum that meets their needs at their level. We also have a multi-sensory classroom, especially designed for our special needs students, that allows them the opportunity for a multi-sensory experience.

General Education

All students that are placed in the general education setting have access to math, English, science, social studies, and a selection of elective courses that include art, technology education, World Language, PE, health, and music. By using Common Formative Assessments and Pacing Guides in our core curriculum we are able to answer the questions of "What do we want all students to learn?" and "How do we know they have learned it?" Students who struggle are given the opportunity to have a math and/or English lab built into their schedule. Our goal is for 90% of our students to show success in our curriculum.

High Ability

Our High Ability program offers a rigorous curriculum to numerous students in grades 5 through 8. Students in grades 5 and 6 that are identified as High Ability will be invited into the High Ability classes. Students placed in these classes have a more advanced curriculum in order to challenge their learning needs and styles. We offer High Ability courses in math, language arts, science, and social studies. These students have the opportunity to take high school credited courses such as algebra and geometry at HHMS.

Intensive Reading Programs

Highland Hills offers four reading interventions programs to our students. Four 5th grade and four 6th grade groups, totaling approximately 80 students, work each day with a reading intervention specialist. These students experience guided group reading and Read 180 interventions for 40 minutes each day. Our ELA Coach, closely monitors student Lexile levels, testing students in the program three times each year. We also offer Read 180/System 44 as reading intervention programs for Special Education students who are far below grade levels in reading. Our ELA Coach, Special Education Facilitator and Administrative Team members oversee both programs.

Common Formative Assessments

Every student at HHMS who is included in the general education curriculum will participate in Common Formative Assessments in math and English. Throughout the year, the CFA's help guide and pace the students' mastery of the Indiana Academic State Standards. Our Pacing Guides have broken down these standards into 4 ½ week increments that teachers follow. The results of the CFA's also help students and teachers see where issues in learning may exist.

Committee Responsible for the School Improvement Plan

Name	Group you are representing:	Signature	Date
Dwight Beall	Administration		
Kevin Becht	Parent		
Kristen Boehlein	Faculty		
Brian Brewer	Faculty		
Jessica Cook	Faculty		
Amellia Dusch	Faculty		
William Krammes	Administration		
Emily Hatton	Administration		
Susan May	Faculty		
Amy Paul	Faculty		
Alan Sonner	Faculty		
Elaine Snelling	Support Staff		
Therese Stevens	Faculty		
Julie Stewart	Faculty		