



# HIGHLAND HILLS MIDDLE SCHOOL

2017-2020 PL221 School Improvement Plan

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*Highland Hills Middle School  
3492 Edwardsville-Galena Road  
Georgetown, IN 47122  
812-542-8501 <http://hhms.nafcs.k12.in.us/>  
2015 Indiana School to Watch*

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*Expect Excellence – Realize Potential*

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**Highland Hills Middle School**  
**Public Law 221 School Improvement Plan 2017-2020**  
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## Description and Location of the Curriculum

The content taught is based on the Indiana Academic Standards. Pacing guides have been developed in all areas. Rigorous Curriculum Design (RCD's) Units of Study have been written in most disciplines 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
Performance Based Learning	Authentic Assessment through RCD Units	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 have always blessed Highland Hills. Our parents, and school community are 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 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 Fine Arts and Athletic department, chaperone field trips, dances, etc. Parents of HHMS students play an active role in the education process by maintaining contact with teachers and administrators and supporting the efforts with their children. These contributions include:

- Teacher Luncheons
- 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 5<sup>th</sup> / 6<sup>th</sup> Grade Open House in July 2017
- Approximately 800 parents attended 7<sup>th</sup> / 8<sup>th</sup> Grade Open House in August 2017
- Approximately 750 parents have supplied their contact information for our volunteer list in 2017

### **Plan to Increase Parent Participation 2017 - 2020**

- Implementation of an All-Pro Dad's Chapter
- Recruit parents at Open House
- Attend monthly PTO meetings.
- Counselor/Parent Nights
- Monthly Middle Years Flyer to parents
- 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.
- Maintain 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

### 2017-2020

**Goal 2017-20:** Provide training to all teachers on effective implementation of mobile device technology in the classroom.

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

**Progress:** Highland Hills Middle School is currently in its fourteenth 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 and robotics.
- **Media Center** - One networked lab with access to the Internet for student and classroom use.
- **iPad Carts** – Three classroom sets of iPads were purchased for teacher use in individual classrooms; our SysOp conducts training with teachers on an individual basis.
- **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.

**Goal 2017-20:** Provide training to all teachers on effective implementation of mobile device technology in the classroom.

**Strategies:** Select a group of teachers to serve on a Pilot iPad Technology implementation team. These teachers will receive training throughout the 2017-18 school year, specific to the implementation of Google Classroom. These teachers will be given room sets of iPads to utilize with their students. These teachers will serve as our “Train the Trainer” representatives and provide training to our teaching staff during three scheduled Wednesday Collaboration meetings in 2017-18. We will be starting our 5<sup>th</sup>/6<sup>th</sup> grade Pilot Program in the spring 2018. Device rollout to students would begin with 8<sup>th</sup> graders in the fall 2017, 7<sup>th</sup> grade students in the fall 2018.

**Progress:** Pilot teachers were selected and have received training during the 2015-16 and 2016-17 school years on the implementation of one-one technology initiatives. They continue to receive training through our corporation scheduled professional development days. Three days per semester have been selected for these teachers to act as “Train the Trainers” with the 7<sup>th</sup> and 8<sup>th</sup> grade faculty.

## **Curricular Uses of Technology and the Internet**

- All teachers have access to a teacher workstation and iPad in their classroom and technology with access to the Internet. All teachers have access to 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. As part of our student information system (INOW), teachers have the opportunity to receive training in Chalkable, a classroom management tool.
- 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.
- ISTEP Part Two Testing was conducted totally online last spring. Our students were comfortable with the required technology, as our teachers were trained on what types of experiences their students would encounter.

## 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 identify and help 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. Throughout the year counselors continue to help students mediate peer relationships to proactively decrease bullying behaviors.

**Awards Day Program** is held at the end of the school year to motivate our students to excel during the school year. Each subject area is 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 7<sup>th</sup> and 8<sup>th</sup> 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 provides 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 during the regular school day, and parents/guardians 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 stems 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: Organization, Work Habits and Time Management** – focus is on developing good work habits, using the student planner and folder for organization and prioritizing homework assignments.
- **Lesson 2: Bullying vs Conflict** – focus is on defining bullying and conflict so that students understand the differences in each. Prezi includes video examples and scenarios that are presented to check for student understanding.
- **Lesson 3: Conflict Resolution** – focus is on how to resolve conflicts if they occur. Steps for conflict resolution are taught with the ultimate goal being a win-win solution. Body language and tone of voice are covered along with other good communication skills.
- **Lesson 4: Feelings, Self-Control, Coping Skills** – focus is on feelings vocabulary and the importance of naming a feeling. Students are reminded that feelings are OK, but we have to express them appropriately. Coping skills are taught to students.
- **Lesson 5: Internet Safety** – focus is on using technology safely. Safety tips are discussed as well as what to do if students encounter something that they feel to be inappropriate. Cyberbullying is defined and strategies are discussed if incidents occur.

#### Sixth Grade

- **Lesson 1: Study Skills and Organization**- students learn about time management and good work habits, lesson utilizes strategies from the first three habits of the *Seven Habits of Highly Effective Teens*.
- **Lesson 2: Anti-Bullying** – students review the difference between conflict and bullying, students build on their knowledge and discuss cyberbullying.
- **Lesson 3: Conflict Resolution** – students learn strategies to cope with their changing emotions in the middle school environment.
- **Lesson 4: Coping Skills** – students learn strategies to cope with their changing emotions in the middle school environment.
- **Lesson 5: Internet Safety - #Think** is an internet safety program that teaches students how to safely use the World Wide Web.
- **Lesson 6: College & Career Discussion** – students learn basic college vocabulary and explore various career opportunities.

#### Seventh Grade

- **Lesson 1: Counselor Introduction** -includes academic and career development using the *Indiana On Track* magazine, and citizenship development through a school rules and anti-bullying activity.



- **Lesson 2: Finance Park Preparation** – includes career development activities and specific information about the Finance Park field trip.
- **Lesson 3: 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 4: Seventh Grade Summary** - includes a school bullying survey and activities for asset building to promote citizenship development.

#### Eighth Grade

- **Lesson 1- Counselor Introduction and Anti-Bullying** - lesson on anti-bullying policy and introduction to “Right Actions to Meet the Needs of Others” as well as becoming aware of long-term perspective.
- **Lesson 2- Career Survey**- Learn More student success guides, explore careers videos from <http://knowitall.scetv.org/careerisle/students/ms/index.cfm>.
- **Lesson 3- Choosing Career Pathways in High School and Beyond** – introduce students to 9<sup>th</sup> grade scheduling process and 4-year plan, overview of career tracks and high school diploma tracks.
- **Lesson 4- Introduction to Career Pathways**- three post-secondary options available to students: College, Military, Vocational/ Technical. Distribute FCHS planning folders, meet regarding FCHS scheduling and development of the 4-year plan.
- **Lesson 5- High School Scheduling**- review high school and career planning, Highlander Scholars program.

#### **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
- Yearly, Highland Hills will conduct an analysis of our Top 6 infractions (and other discipline listed below) by grade level.

#### **Top 6 Infractions**

	<b>2010 - 11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Not Completing Homework	1,135	646	660	626		281	421
Disruptive Behavior	718	453	324	323	435	388	338
Inappropriate Behavior	492	502	381	570	470	925	930
Failure to Return Form	215	197	197	72	49	201	166
Excessive Absences	154						
Not Completing Work in Class	140			99		134	98
Tardy	110	141	74	35	21	52	43
Other		126	117	115	118	147	91
Disrespect to an Adult	57	83	62	72	113	79	106
Action Endangering Others	123	60	53	45	69	25	34
Bullying	117	95	51	55	51	4	10

### Bullying Incidents

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	117	91	56	41	51	4	10

### Lunch Time Detention (LTD)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	2475	1940	1737	1438	1227	1575	1394

### Temporary Teacher Dismissal (TTD)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	492	382	145	520	549	575	677

### Expulsions

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total	0	4	1	3	2	7	1

### In School Suspensions (SAL) 2016-17

	Grade 5	Grade 6	Grade 7	Grade 8	Total
Male	27	48	72	55	202
Female	3	3	8	11	25
Total	30	51	80	66	227

### Out of School Suspensions (OSS) 2016-17

	Grade 5	Grade 6	Grade 7	Grade 8	Total
Male	11	16	18	26	71
Female	2	2	0	1	5
Total	13	18	18	27	76

# Attendance

<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
96.9%	96.6%	96.7%	97.0%	97.0%	97.2%	96.9%	96.9%	96.9%

## 2016-17 Attendance by Grade

<b>Grade 5</b>	<b>97.2%</b>
<b>Grade 6</b>	<b>97.2%</b>
<b>Grade 7</b>	<b>96.5%</b>
<b>Grade 8</b>	<b>96.6%</b>

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 2016-17

<b>Asian</b>	<b>Multiracial</b>	<b>White</b>	<b>Hispanic</b>	<b>Black</b>	<b>Am. Indian</b>	<b>Total</b>
<b>98.0%</b>	<b>95.6%</b>	<b>96.9%</b>	<b>99.0%</b>	<b>98.3%</b>	<b>97.6%</b>	<b>96.6%</b>

### 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 2017-18 school year we have 166 students enrolled in Algebra I and 40 students enrolled in geometry.

We also offer a World Language program, courses in French, Spanish and German for our top students. Interested students in French and German report to Floyd Central High School each morning for Period Zero. They are enrolled in a traditional high school language course, and they then return to Highland Hills to complete the regular middle school seven period day. During the 2014-15 school year 32 students participated in this opportunity, in 2015-16 that number grew to 49 students. During the 2016-17 school year we have 16 students enrolled in French, 7 students enrolled in German, and 62 student enrolled in the two periods of Spanish we teach as part of our regular student day at HHMS. During the 2017-18 school year we have 10 students enrolled in French, 6 students enrolled in German, 7 students enrolled in Latin, and 64 student enrolled in the two periods of Spanish we teach as part of our regular student day at HHMS.

<b>Algebra I ECA Results</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>HHMS % Passing</b>	70	45	75	92	100	100	97	97	99
<b>State % Passing</b>	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 8th 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  
Emily Hatton, Assistant Principal  
Leslie Pendleton, Assistant Principal

### **Teachers:**

Kristen Boehnlein, Teacher	Brian Brewer, Teacher
Jessica Cook, Teacher	Amellia Dusch, Teacher
Jodi Hogan, Special Education Facilitator	Susan May, Teacher
Amy Paul, Teacher	Danielle Woodruff, 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

	Spring 2016						Spring 2017						Spring 2015					
Grade	ELA		Math		Sci/SS		ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	395	73	395	77	395	67	407	74	407	85	407	73	365	78	365	82		
6	374	77	374	82	374	81	409	80	409	79	409	79	374	82	374	81	374	78
7	396	79	396	70	396	81	395	78	395	72	395	84	395	79	395	81		
8	409	77	409	82			406	76	406	77			395	71	395	79		

### Subgroup: Special Ed

	Spring 2016						Spring 2017						Spring 2015					
Grade	ELA		Math		Sci/SS		ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5	43	48	49	54	40	44	92	50	92	77	92	53	38	39	38	53		
6	48	60	47	59	47	59	92	51	92	57	92	57	41	39	41	37	41	44
7	50	57	43	49	55	63	75	63	75	47	75	68	36	33	36	28		
8	29	51	33	58			86	89	86	58			42	31	42	31		

### Subgroup: Free/Reduced

	Spring 2016						Spring 2017						Spring 2015					
Grade	ELA		Math		Sci/SS		ELA		Math		Sci/SS		ELA		Math		Sci/SS	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
5							79	54	79	67	79	51	73	73	73	75		
6							54	69	54	61	54	65	73	59	73	60	73	58
7							60	63	60	62	60	68	61	64	61	61		
8							65	57	65	53			55	53	55	64		

## 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. The ISTEP program underwent drastic changes in the spring of 2015, the use of a different, more rigorous test resulted in decreased scores throughout Indiana. Our students continued to rise to the occasion and finished far above the state averages in each category. Based on the results of the spring 2015 exam, we set our student success goal for the spring 2016 ISTEP Test at 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, Tier Two classes in English and math, as well as 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 pacing guides, RCD Units of Study, and Quarterly Common Formative Assessments in our ELA and math classrooms. The Common Formative Assessments have given us valuable information as to what students are learning and not learning in the classroom. The HHMS Data Room was created to continually monitor at risk students, ISTEP+ results and our district CFA's. Department meetings are held here each quarter, to allow teachers to have collaborative discussion pertaining to student and school data trends, as well as evaluating the effectiveness of our interventions programs.

## 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.

### 2017-18 Sub Group Information

Free/Reduced Lunch Students	Special Education Students
<b>266</b>	<b>264</b>

### Advanced Academic Enrollment

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Algebra (HS Credit)</b>	<b>185</b>	<b>185</b>	<b>172</b>	<b>158</b>	<b>173</b>	<b>145</b>	<b>166</b>
<b>Geometry (HS Credit)</b>	<b>35</b>	<b>44</b>	<b>58</b>	<b>59</b>	<b>43</b>	<b>48</b>	<b>40</b>
<b>Honors Math</b>	<b>214</b>	<b>208</b>	<b>178</b>	<b>242</b>	<b>267</b>	<b>344</b>	<b>407</b>
<b>Honors English</b>	<b>390</b>	<b>411</b>	<b>386</b>	<b>384</b>	<b>429</b>	<b>420</b>	<b>389</b>
<b>Honors Social Studies</b>	<b>385</b>	<b>412</b>	<b>393</b>	<b>375</b>	<b>414</b>	<b>400</b>	<b>385</b>
<b>Honors Science</b>	<b>373</b>	<b>404</b>	<b>391</b>	<b>385</b>	<b>428</b>	<b>415</b>	<b>401</b>

## Action Plan and Professional Development Plan

### Action Plan Goal #1

- By Spring 2017, 80% 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 2018, 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 2019, 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. Select groups of content area 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. Data Discussion Norms will be established and utilized with all quarterly assessments.
6. Teachers will work with students on the importance of monitoring their own learning and progress. ELA Labs will be implemented. Each ELA teacher in grades 7/8 will be assigned a lab, participating students will be those students that have not experienced success on previous ISTEP Tests.

### 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 both during and outside the school day.
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, with particular attention to Data Discussion Norms and evaluation of data.
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+ 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 2017, 80% of students in grades 5-8 will meet or exceed Indiana Academic Standards in math as measured by the Indiana State Assessment.
- By Spring 2018, 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 2019, 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 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. Data Discussion Norms will be established and utilized with all quarterly assessments.
7. Teachers will work with students on the importance of monitoring their own learning and progress. Math labs will be implemented. Each math teacher in grades 7/8 will be assigned a lab, participating students will be those students that have not experienced success on previous ISTEP Tests.
8. Some teachers will continue the development of Math Units and share with other teachers at that grade level.

### Corresponding Professional Development Activities

1. Fifth and sixth grade math teachers will work with the school math coach on the implementation of Conceptual Learning. Training and coaching will be designed for the ongoing needs of teachers.
2. Teachers will continue to review and revise the NAFCS Pacing Guides.

3. 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*.
4. Continued training for teachers on Math Fact Mastery.
5. Continued review of Middle School Core+ groupings for specific and timely interventions and worthy enrichment.
6. Ongoing training in common formative assessments and quarterlies.
7. 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.
8. 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 2017-18 school year.

<b>Grade</b>	<b>American Indian/Alaskan</b>	<b>Asian</b>	<b>Black African American</b>	<b>Hispanic</b>	<b>Multiracial</b>	<b>Hawaiian Pacific Islander</b>	<b>White</b>	<b>Total</b>
5	0	7	5	9	7	0	373	401
6	2	13	3	13	11	0	390	432
7	3	6	4	6	16	0	386	421
8	1	12	4	10	15	0	373	415
Total	6	38	16	38	49	0	1522	1669

### **White/ non-Hispanic students:**

Ninety-one 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, ELL, 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, in 7<sup>th</sup>/8<sup>th</sup> grades needing more support in math or English, are placed in double block classrooms. These classes are taught by a licensed Special Education teacher also certified in their specific curricular area. We do have several co-taught 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 7<sup>th</sup>/8<sup>th</sup> grade 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), our teachers utilize *Unique Learning System*, a curricular program that meets the needs of these students at their specific 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 who 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, RCD's 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 in 7<sup>th</sup>/8<sup>th</sup> grade, who struggle in math or English 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. Students also have the opportunity to take high school credited courses in math and World Languages while attending HHMS.

## **Intensive Reading Programs**

Highland Hills offers four reading interventions programs to our students. Four 5<sup>th</sup> grade and four 6<sup>th</sup> grade groups, totaling approximately 80 students, work each day with a reading intervention specialist. These students experience guided group reading, and individual station work, using our Fountas & Pinnell Leveled Literacy Intervention Program for 40 minutes each day. Our ELA Coach and classroom teachers, 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 work collaboratively to 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, called cycles, which teachers utilize when planning daily classroom lessons. The results of the CFA's help students and teachers discover areas of individual student weakness and strength.

## Committee Responsible for the School Improvement Plan

Name	Group you are representing:	Signature	Date
<b>Leslie Pendleton</b>	Administration		
<b>Kevin Becht</b>	Parent		
<b>Kristen Boehnlein</b>	Faculty		
<b>Brian Brewer</b>	Faculty		
<b>Jessica Cook</b>	Faculty		
<b>Amellia Dusch</b>	Faculty		
<b>Bill Krammes</b>	Administration		
<b>Emily Hatton</b>	Administration		
<b>Susan May</b>	Faculty		
<b>Amy Paul</b>	Faculty		
<b>Danielle Woodruff</b>	Faculty		
<b>Elaine Snelling</b>	Support Staff		
<b>Therese Stevens</b>	Faculty		
<b>Julie Stewart</b>	Faculty		