



Barrow County School System

Boldly Committed to Student Success

Russell Middle School

SCHOOL IMPROVEMENT PLAN 2019-2020

NAME OF SCHOOL PRINCIPAL: Meredith Wages

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

Schoolwide Title 1 School *Targeted Assistance Title 1 School* *Non-Title 1 School*
 Comprehensive Support School *Targeted Support School*

	Type name below for plan approval	Approval Date
Principal	Meredith Wages	8/13/2019
School Governance Team Chairperson	Gretchen Hollingsworth	9/26/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	David Beeland	8/13/2019
Superintendent	Chris McMichael	9/26/2019



Goal 1: 60% of students will meet their projected MAP growth targets in Reading and Language Usage combined between Fall and Spring administrations of the assessment, to improve from the 2019 baseline of 50.6% who met projected growth.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>The SIP committee (teacher leaders in cross-curricular literacy instruction) will assist in leading ELA, SS, and SCI vertical teams with content area reading and writing strategies.</p> <ul style="list-style-type: none"> Focus on revision and creation of DPP tasks. Create Common Formative Assessments. SIP members will conduct quarterly observations to monitor the progress of implementation. 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach	<p>Committee members will be assigned as leaders for one round of the DPP. Select committee members will meet with IC before vertical DPP meeting to plan PL session and follow-up with observing/supporting the implementation with the content teachers.</p> <ul style="list-style-type: none"> The first round of observations will be from 9/3-9/13. The second round of observations will be from 11/18-11/22 and 12/2-12/6. The third round of observations will be from 2/3- 2/13. The fourth round of observations will be from 4/6-4/17. 	<p>SIP Committee template</p> <p>Vertical Planning Agenda</p> <p>DPP Task data</p> <p>CFA data</p> <p>SIP Team Observation notes</p> <p>SIP Team Growth Spreadsheet (identifying needs for each teacher after each observation)</p> <p>Instructional Coach will document meetings with SIP Committee members and DPP meetings.</p>	<p>Quarterly 3-meeting series in all content areas to plan, implement, and evaluate DPP tasks</p> <p>CFA data</p> <p>SIP Team Observation Notes (progress with individual Ts identified areas for growth)</p>	<p>Meeting agendas</p> <p>PL materials (exemplars, planning templates, etc.)</p> <p>Technology</p> <p>Kevin Raczynski (GCA) will co-facilitate Round 1 full day on both (8-13-19 and 8-14-19) in the creation of CFAs</p>
<p>Further enhance fidelity and proficiency with scaffolded literacy instruction.</p> <ul style="list-style-type: none"> ELA, Science, and Social Studies teachers will participate in a coaching cycle with IC, Admin., or Teacher Leaders in fall and spring related to implementation of the (Reading to Learn Teaching-Learning Cycle model). A rubric will be used to evaluate fidelity with the model. This fidelity data will be compared with multiple other sources of data [see below]. 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Inst. Coach</p> <p>SIP Committee members</p> <p>Admin.</p>	<p>One observation in fall and another in the spring.</p> <p>Fidelity data will be discussed in mid-year and summative TKES conferences.</p>	<p>IC will ensure documentation of observations;</p> <p>Admin. Will discuss observation data in mid-year and summative conferences.</p>	<p>District and RMS Instructional Rounds</p> <p>Coaching Cycle</p> <p>Leadership will monitor implementation during TKES walkthroughs and observations.</p> <p>Target instructional rounds to ensure implementation of TLC.</p> <p>Weekly ABC meetings (Admin, IC, Counselors, etc.)</p>	<p>TLC Observation Rubric</p> <p>Multiple sources of data form</p>
<p>Multiple sources of data will be compiled and analyzed to determine the efficacy of the Digital Portfolio Project:</p> <ul style="list-style-type: none"> Students' published work and Pre/post assessments will be used before and after each DPP task, and this data will be correlated with discipline data, MAP data, and attendance. 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Inst. Coach</p> <p>Admin.</p> <p>SIP Committee members</p>	<p>Data will be entered into form before (pre-assessment) and after (post-assessment) each DPP activity.</p>	<p>IC and SIP committee members will ensure creation and implementation of pre/post assessments. IC will monitor spreadsheets to ensure data is uploaded. Admin. will analyze data with</p>	<p>These multiple data sources will be used to evaluate the impact of DPP and TLC on student achievement.</p>	<p>Multiple sources of data form</p> <p>Chromebooks</p>



<input type="checkbox"/> Teachers will track this data and record it on a standardized form in fall and spring semesters, and including this document along with a reflection statement as part of their PL goal documentation.				teachers in mid-year and summative conferences.		
Instructional Rounds will be used to collect data on fidelity with literacy and numeracy instructional strategies associated with formative assessment and questioning.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach Admin.	Instructional Rounds will take place in fall (September 18 and December 4) and spring (dates TBD).	Admin. and IC will plan and monitor implementation of Instructional Rounds process and lead data analysis and debrief sessions	District and RMS Instructional Rounds	Instructional Rounds schedule and observation tool
Instruction will be modified based on MAP results. <input type="checkbox"/> Committee will meet three times per year <input type="checkbox"/> Grade level teams will review data after each round of MAP testing <input type="checkbox"/> Teachers will set goals with students and monitor after each assessment period.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach	August 28, December 11, and May 13	Testing coordinator will ensure notifications, resources, and materials are provided to students, parents, and teachers in advance of assessments.	Content Meeting and Grade Level Meeting Minutes MAP Growth Data	Testing letters informing students and parents of upcoming assessments; Goal sheets

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- RTI committee to ensure fidelity with data collection and interventions
- All teachers will mentor one or more struggling students through the Academic Mentoring Program (AMP)
- Teachers As Advisers (TAA) schedule will allow for monthly instruction and activities to support students' social-emotional needs
- Rosetta Stone will support EL language acquisition and instruction
- Exact Path in Reading Apps classes available to Tier 2 and Tier 3 students
- Helen Ruffin Reading Bowl team for accelerated readers
- RMS will offer more Advanced-content Classes in all subject areas
- Students needing additional instruction will be provided access to Edmentum Exact Path software. All students will have access outside of school hours.
- IXL for special education students that are performing below proficiency in reading.
- Weekly ABC meetings to focus on Attendance, Behavior, and Curriculum with Admin team, Instructional Coach, Counselors, SRO, and Bookkeeper to discuss at-risk students, upcoming events, etc.
- EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction.

Professional Capacity building to support the above goal and action steps

- *Continue to use DPP PL process to support teachers in developing subject-area knowledge, scaffolded literacy instruction practices, and literacy assessment practices
- Small group, 30-minute professional learning once per month with content teams to support teachers in effective implementation of each stage of the Teaching-Learning Cycle model and/or Instructional Conversations/Joint Productive Activities Model.
- Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to one or more aspects of the Teaching-Learning Cycle
- Provide co-teaching PL to ensure students with disabilities and ELs are receiving the best instruction possible.
- Increase the number of teachers who earn Gifted, ESOL, Reading, Computer Science, and/or STEM/STEAM endorsements to meet the unique learning needs of specific student populations.
- Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders
- Teachers will analyze data to determine effective implementation and areas to further support EL students

Family and Community Engagement

- Resources published on school website and provided at parent engagement nights; distributed in parent emails and provided at conferences
- *Computer lab will be used during family engagement nights to show parents online resources for academic support at home (Open-UP Math Curriculum, GOFAR, Milestones Assessment Guides, USA Test Prep, Parent Portal, etc.)
- Host family engagement nights 5 times per year: Back to School Bash "Pack Fest", Literacy Night, Math Night, Science Night, and Multicultural Night (SS)
- *Creation of Awards Committee to boost family attendance and satisfaction with awards night
- *Creation of Property and Grounds Committee to engage faculty members and students in cleaning up for events, preparing building for long breaks, and generally maintaining the campus
- *Creation of School Climate Committee to create opportunities for faculty and staff to build personal and professional relationships through extra-curricular activities
- EL parent training meetings on how to support English development of children at home



- All parents of ELs will be provided an opportunity to enroll in literacy classes to learn the English language

Leadership Capacity

- Clear expectations from administration about expectations for implementing TLC
- Instructional Coach and teacher leaders will model TLC to give concrete example of expectations

Goal 2: 75% of students will meet their projected MAP growth targets in Math between Fall and Spring administrations of the assessment, to improve from the 2019 baseline of 60% who met projected growth.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Implementation of Open-Up Curriculum for all math teachers	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Grade Level Math Content Facilitators Inst. Coach	Teacher leaders will attend PL over summer. Content teams will meet three times weekly for 30 minutes to plan with curriculum (Monday, Tuesday, Thursday) District provides Virtual Coaching for math teacher leaders	Content Facilitators will document meetings and facilitate	Content Meeting Notes Lesson Plans	Open-Up curriculum
The SIP committee (teacher leaders in cross-curricular literacy instruction) will assist in leading Math vertical teams with content area reading and writing strategies. <ul style="list-style-type: none"> ● Focus on revision and creation of DPP tasks. ● Create Common Formative Assessments. ● SIP members will conduct quarterly observations to monitor the progress of implementation. 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach	Committee members will be assigned as leaders for one round of the DPP. Select committee members will meet with IC before vertical DPP meeting to plan PL session and follow-up with observing/supporting the implementation with the content teachers. <ul style="list-style-type: none"> ● The first round of observations will be from 9/3-9/13. ● The second round of observations will be from 11/18-11/22 and 12/2-12/6. ● The third round of observations will be from 2/3-2/13. ● The fourth round of observations will be from 4/6-4/17. 	SIP Committee template Vertical Planning Agenda DPP Task data CFA data SIP Team Observation notes SIP Team Growth Spreadsheet (identifying needs for each teacher after each observation) Instructional Coach will document meetings with SIP Committee members and DPP meetings.	Quarterly 3-meeting series in all content areas to plan, implement, and evaluate DPP tasks CFA data SIP Team Observation Notes (progress with individual Ts identified areas for growth)	Meeting agendas PL materials (exemplars, planning templates, etc.) Kevin Raczynski (GCA) will co-facilitate Round 1 full day on both (8-13-19 and 8-14-19) in the creation of CFAs



<p>Further enhance fidelity and proficiency with scaffolded literacy instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math teachers will participate in a coaching cycle with IC, Admin., or Teacher Leaders in fall and spring related to implementation of the (Reading to Learn Maths Teaching-Learning Cycle model). <input type="checkbox"/> A rubric will be used to evaluate fidelity with the model. This fidelity data will be compared with multiple other sources of data [see below]. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Inst. Coach</p> <p>SIP Committee members</p> <p>Admin.</p>	<p>One observation in fall and another in the spring.</p> <p>Fidelity data will be discussed in mid-year and summative TKES conferences.</p>	<p>IC will ensure documentation of observations; Admin. Will discuss observation data in mid-year and summative conferences.</p>	<p>District and RMS Instructional Rounds</p> <p>Coaching Cycle</p> <p>Leadership will monitor implementation during TKES walkthroughs and observations.</p> <p>Target instructional rounds to ensure implementation of TLC. Weekly ABC meetings (Admin, IC, Counselors, etc.)</p>	<p>Maths TLC Observation Rubric</p> <p>Multiple sources of data form</p>
<p>Multiple sources of data will be compiled and analyzed to determine the efficacy of the Digital Portfolio Project:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students' published work and Pre/post assessments will be used before and after each DPP task, and this data will be correlated with discipline data, MAP data, and atten. <input type="checkbox"/> Teachers will track this data and record it on a standardized form in fall and spring semesters, and including this document along with a reflection statement as part of their PL goal documentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Inst. Coach</p> <p>Admin.</p> <p>SIP Committee members</p>	<p>Data will be entered into form before (pre-assessment) and after (post-assessment) each DPP activity.</p>	<p>IC and SIP committee members will ensure creation and implementation of pre/post assessments.</p> <p>IC will monitor spreadsheets to ensure data is uploaded.</p> <p>Admin. will analyze data with teachers in mid-year and summative conferences.</p>	<p>These multiple data sources will be used to evaluate the impact of DPP and TLC on student achievement.</p>	<p>Multiple sources of data form</p> <p>Chromebooks</p>
<p>Instructional Rounds will be used to collect data on fidelity with literacy and numeracy instructional strategies associated with formative assessment and questioning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Inst. Coach</p> <p>Admin.</p>	<p>Instructional Rounds will take place in fall (September 18 and December 4) and spring (dates TBD).</p>	<p>Admin. and IC will plan and monitor implementation of Instructional Rounds process and lead data analysis and debrief sessions</p>	<p>District and RMS Instructional Rounds</p>	<p>Instructional Rounds schedule and observation tool</p>
<p>Instruction will be modified based on MAP results.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee will meet three times per year <input type="checkbox"/> Grade level teams will review data after each round of MAP testing <input type="checkbox"/> Teachers will set goals with students & monitor after each assessment period. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach</p>	<p>August 28, December 11, and May 13</p>	<p>Testing coordinator will ensure notifications, resources, and materials are provided to students, parents, and teachers in advance of assessments</p>	<p>Content Meeting and Grade Level Meeting Minutes</p> <p>MAP Growth Data.</p>	<p>Testing letters informing students & parents of upcoming assessments;</p> <p>Goal sheets</p>
<p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u></p> <ul style="list-style-type: none"> - RTI committee to ensure fidelity with data collection and interventions - All teachers will mentor one or more struggling students through the Academic Mentoring Program (AMP) - Teachers As Advisers (TAA) schedule will allow for monthly instruction and activities to support students' social-emotional needs - Rosetta Stone will support EL language acquisition and instruction 						



<ul style="list-style-type: none"> - Exact Path in Math Apps classes available to Tier 2 and Tier 3 students - Helen Ruffin Reading Bowl team for accelerated readers - RMS will offer more Advanced-content Classes in all subject areas - Students needing additional instruction will be provided access to Exact Path software. All students will have access outside of school hours. - IXL for special education students that are performing below proficiency in reading. - Weekly ABC meetings to focus on Attendance, Behavior, and Curriculum with Admin team, Instructional Coach, Counselors, SRO, and Bookkeeper to discuss at-risk students, upcoming events, etc.
<p>Professional Capacity building to support the above goal and action steps</p> <ul style="list-style-type: none"> - *Continue to use DPP PL process to support teachers in developing subject-area knowledge, scaffolded literacy instruction practices, and literacy assessment practices - Small group, 30-minute professional learning once per month with content teams to support teachers in effective implementation of each stage of the Teaching-Learning Cycle model and/or Instructional Conversations/Joint Productive Activities Model. - Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to one or more aspects of the Teaching-Learning Cycle - Provide co-teaching PL to ensure students with disabilities and ELs are receiving the best instruction possible. - Increase the number of teachers who earn Gifted, ESOL, Reading, Computer Science, and/or STEM/STEAM endorsements to meet the unique learning needs of specific student populations.
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> - Resources published on school website and provided at parent engagement nights; distributed in parent emails and provided at conferences - *Computer lab will be used during family engagement nights to show parents online resources for academic support at home (Open-UP Math Curriculum, GOFAR, Milestones Assessment Guides, USA Test Prep, Parent Portal, etc.) - Host family engagement nights 5 times per year: Meet the Teacher Night, Literacy Night, Math Night, Science Night, and Multicultural Night (SS) - *Creation of Awards Committee to boost family attendance and satisfaction with awards night - *Creation of Property and Grounds Committee to engage faculty members and students in cleaning up for events, preparing building for long breaks, and generally maintaining the campus - *Creation of School Climate Committee to create opportunities for faculty and staff to build personal and professional relationships through extra-curricular activities
<p>Leadership Capacity</p> <ul style="list-style-type: none"> - Clear expectations from administration about expectations for implementing TLC - Instructional Coach and teacher leaders will model TLC to give concrete example of expectations

Goal 3: Increase the percentage of parents who strongly agree they have been prepared to help their children at home as measured by the CNA parent survey from 35% to 50%.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Host Family Engagement nights for all content areas	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach SIP Committee members Content team leaders	9-17-19 Math 11-12-19 Science 1-14-20 ELA 2-25-20 Social Studies	Sign-in sheets Social media and website posts Flyers in Wednesday Folders Instructional Coach will plan activities with content facilitators to deliver parent information and supports	Lesson plan and take-home resource (Math Night , Science Night, Literacy Night, Multicultural Night) Quarterly Parent Survey (Math Night , Science Night, Literacy Night, Multicultural Night) CNA Parent Survey	Open-Up curriculum



Creation of 30 minute session where teachers teach the parents what it looks like to help learn at home	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach SIP Committee members Content team leaders	9-17-19 Math 11-12-19 Science 1-14-20 ELA 2-25-20 Social Studies 6:05-6:25 pm and 6:35-6:55 pm sessions at 4 content Family Eng agement Nights	Instructional Coach, SIP Committee members will plan lessons and prepare materials Session Agendas Sign-in sheets Social media and website posts Flyers in Wednesday Folders	Lesson plan and take-home resource (Math Night , Science Night, Literacy Night, Multicultural Night) Quarterly Parent Survey (Math Night , Science Night, Literacy Night, Multicultural Night) CNA Parent Survey	Take-home parent resource related to a specific content area task
Celebrate students who encourage their parents to attend the session	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach Admin.	Quarterly Family Engagement night (one per content area); students recognized in the same week for family participation	Instructional Coach will ensure notifications, resources, and materials are provided to students, parents, and teachers at Family Engagement Night and provided on school website	CNA Parent Survey	Student VIP pass to be the group who is dismissed first; Students whose families attend will get one per attendance and then if they attend 3 out of 4 Family Engagement Nights they will also receive a week's worth of VIP passes
Provide login information and access to USA TestPrep and/or GoFar resources for at-home practice and review; Model how to complete practice assessments	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Inst. Coach Science teachers	November 12, 2019 Science Night/Test Prep Session	Sign-in sheets Social media and website posts Flyers in Wednesday Folders	CNA Parent Survey USA TestPrep and GoFar student data	USA TestPrep GoFar Take-home parent and student resource with information

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- RTI committee to ensure fidelity with data collection and interventions
- All teachers will mentor one or more struggling students through the Academic Mentoring Program (AMP)
- Teachers As Advisers (TAA) schedule will allow for monthly instruction and activities to support students' social-emotional needs
- Rosetta Stone will support EL language acquisition and instruction
- Exact Path in Math Apps classes
- Helen Ruffin Reading Bowl team for accelerated readers
- RMS will offer more Advanced-content Classes in all subject areas
- Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours.
- IXL for special education students that are performing below proficiency in reading.
- Weekly ABC meetings to focus on Attendance, Behavior, and Curriculum with Admin team, Instructional Coach, Counselors, SRO, and Bookkeeper to discuss at-risk students, upcoming events, etc.

Professional Capacity building to support the above goal and action steps

- *Continue to use DPP PL process to support teachers in developing subject-area knowledge, scaffolded literacy instruction practices, and literacy assessment practices
- Small group, 30-minute professional learning once per month with content teams to support teachers in effective implementation of each stage of the Teaching-Learning Cycle model and/or Instructional Conversations/Joint Productive Activities Model.
- Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to one or more aspects of the Teaching-Learning Cycle
- Increase the number of teachers earning computer science endorsement.
- Provide co-teaching PL to ensure students with disabilities and ELs are receiving the best instruction possible.
- Increase the number of teachers who earn Gifted, ESOL, Reading, Computer Science, and/or STEM/STEAM endorsements to meet the unique learning needs of specific student populations.

Family and Community Engagement

- Resources published on school website and provided at parent engagement nights;
- *Computer lab will be used during family engagement nights to show parents online resources for academic support at home (Open-UP Math Curriculum, GOFAR, Milestones Assessment Guides, etc.)



- Host family engagement nights 5 times per year: Meet the Teacher Night, Literacy Night, Math Night, Science Night, and Multicultural Night (SS)
- *Creation of Awards Committee to boost family attendance and satisfaction with awards night
- *Creation of Property and Grounds Committee to engage faculty members and students in cleaning up for events, preparing building for long breaks, and generally maintaining the campus
- *Creation of School Climate Committee to create opportunities for faculty and staff to build personal and professional relationships through extra-curricular activities

Leadership Capacity

- Clear expectations from administration about expectations for implementing TLC
- Instructional Coach and teacher leaders will model TLC to give concrete example of expectations

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

- Sneak-a-Peek Nights for rising 6th graders and their parents in Spring semester of students' 5th grade years
- Tours of school for rising 6th graders in Spring semester of students' 5th grade years (during school hours so students see middle schoolers 'in action')
- Pack Fest (Title I presentation, Book Fair, Back to School Bash)
- Visits to high school and SIMS academy during Spring semester for 8th graders (during school hours so students see high schoolers 'in action')
- High School scheduling in spring semester includes one-on-one counseling from high school counselors with 8th grade students

