



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Dixie M. Hollins High School

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Kenneth City, FL 33709

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<http://www.dixie-hs.pinellas.k12.fl.us>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dixie M. Hollins High School is to create an inviting and active school community through collaboration and continuous learning that results in graduating students who are "life-ready."

Provide the school's vision statement

The vision of Dixie M. Hollins High School is 100 percent student success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Dixie M. Hollins High School is fully committed to strong relationships and high levels of collegiality. The school pursues this level of expectation by actively seeking out and hiring teachers and staff who care about children. We then actively work to build relationships through our classroom lessons and related interactions, positive interventions and active school culture.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Dixie M. Hollins High School has designed its school discipline matrix, positive intervention supports and classroom lessons to support a feeling of safety and respect on campus. The school expects the adults on campus to work as servant leaders and compassionate caregivers. We actively and routinely discuss and train on how to interact with students and parents in a relaxed and caring manner.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Dixie M. Hollins High School was one of the first in Pinellas County to employ PBS, positive behavioral supports, as a way of work. This was and still is tied to Dixie's entire framework for behavioral interventions. This includes character education and rewards for good decision-making. The school also puts out clear expectations for student behavior and sends out messages through our words and actions that supports firm but friendly behavioral interactions with students. The staff is trained at the beginning of the year on these expectations and periodic follow-ups are conducted.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school carefully tracks students who struggle academically, behaviorally and emotionally and has set up a MTSS interventions committee that meets weekly to discuss students in need. The school has set up levels of interventions to support the social-emotional needs of kids. The school also employs four guidance counselors, a full-time social worker and a part-time psychologist to support students who need differentiated levels of support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school runs an attendance and discipline report each Thursday morning and meets weekly to discuss the number and percentages of students who are not attending 90 percent of the school days and / or those who are repeatedly suspended. The MTSS / Child Study team discusses tier 1, 2 and 3 supports for these students. The school also runs academic data for all four grade levels every four weeks. Students are placed onto a "watch list" if they are not on track to graduate per the state measures and district guidelines for grade level progress -- having enough credits and a GPA above 2.0. As these struggling students are identified, interventions are put in place at the tier 2 and 3 levels.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade	Students
Attendance below 90 percent	9	25
Attendance below 90 percent	10	50
Attendance below 90 percent	11	50
Attendance below 90 percent	12	75
	Total	200
One or more suspensions	9	30
One or more suspensions	10	25
One or more suspensions	11	25
One or more suspensions	12	10
	Total	90
Course failure in ELA or Math	9	80
Course failure in ELA or Math	10	50
Course failure in ELA or Math	11	50
Course failure in ELA or Math	12	25
	Total	205
Level 1 on statewide assessment	9	125
Level 1 on statewide assessment	10	100
Level 1 on statewide assessment	11	100
Level 1 on statewide assessment	12	75
	Total	400
	Total	
	Total	
	Total	
	Total	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade	Students
Students exhibiting two or more indicators	9	45
Students exhibiting two or more indicators	10	60
Students exhibiting two or more indicators	11	35
Students exhibiting two or more indicators	12	20
	Total	160

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

The school employs a number of interventions, by tier.

Tier 1

Schoolwide academic, attendance and behavioral celebrations for good decisions (each 9 weeks).
 Consistent schoolwide consequences for students who make poor decisions.
 The implementation of ABS (alternative bell schedule) as a alternative to out-of-school suspension.
 Schoolwide credit recovery programs during the school day and after school.
 Schoolwide tutoring and study halls after school.

Tier 2

A unique study hall / elective course for students who need additional supports, homework time, etc.
 In-School credit recovery courses during the school day and after school.
 Additional counselor supports for students who struggled.

Tier 3

A new On Point "pull out" intervention for students who are severely behind and struggling. This intervention pulls students out three or four of their academic courses and into a credit recovery / counseling program until they get caught up.
 Additionally, the school allows students to leave the campus completely and enroll in a district credit recovery program (such as Trax) and then permits the student to return if he or she gets caught up.
 The use of one-on-one counseling during the school day.
 The involvement of state or county interventions as needed (Truancy Teen Court, etc.).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

0

PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

The school continually works to keep our parents and community members informed and involved. The principal communicates regularly with parent stakeholders through the School Messenger phone system. The school also boasts active and involved PTSA and SAC committees. The school requires teachers to keep their grades up to date on FOCUS and encourages parents to stay informed via the

district's online gradebook program. The school has a highly effective family and community liaison who promotes a number of parents and community involvement activities. She also helps to build community partnerships.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school actively seeks partnerships, primarily through its magnet / career programs that support the growth of the school and students through real-life applications. The school's graphic arts and culinary magnets have key industry member on their advisory councils and they each do work that, in turn, serves the community. For example, the students in the Graphic Arts Academy create business cards, posters, websites and commercials that support local partners and our students in the Culinary Arts Academy handle the catering for local or school district events. The school's family and community liaison also actively pursues community partnerships through an active volunteer program.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title	Email
Evans, Dan	Principal	evansd@pcsb.org

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our school's leadership team shares in the responsibility for making the school better. Each member has a specific role this is aligned to the school's mission and vision. Our leadership team consists of the principal, all four assistant principals, our VE specialist, one counselor, our school social worker, our attendance specialist, our school psychologist, our math and reading coaches and our lead teachers (who serves on the LLC). The team meets weekly to review attendance and discipline data and meets monthly to discuss instructional trends and best practices. Each team member oversees some aspect of our SIP and the aligned interventions. They are tasked with reporting out each month and bringing data for the team to view and problem-solve around.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school reviews schoolwide trend data and amends our interventions accordingly. Our school's focus areas are related to a goal of a 100 percent graduation rate, a friendly and supportive school culture, and a highly innovative instructional model. Our data goals are related to better attendance, improved discipline (referrals or suspensions) and improved grades (gpa and credits). Decisions are made about interventions and resources after the problem-solving process is completed.

Title I, Part A

Our school is a Title 1 school but has not been granted Title 1 monies in 2014-2015. Other grant monies provided to Dixie will be used to support our MTSS processes and Tier 3 interventions. We also will use our district ELP and ABS monies to support these endeavors.

Title X- Homeless

Students who are identified as homeless are given the same services as any other students that are housed. The homeless team, HEAT, has provided training to our guidance counselors, food service managers and data management technicians to ensure that accurate identification and services are provided to our identified students.

Our services include, but are not limited to: coordination of National School Lunch program, school supplies and book bags, tutoring, referrals to community organizations that provide services to families/children (e.g. clothing, food, shelters, medical/dental, housing, and financial aid). Also, to support your school goals for increased parent and school involvement we have resources to assist parents (and students) in efforts that will increase parent attendance at PTSA / SAC and teacher conferences and increase use of PORTAL / FOCUS. If a student is designated as "homeless" any time during the school they are eligible for H.E.A.T. services for the entire school year.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tom Lynd	Business/Community
Carter Waterkeyn	Teacher
Catherine Briggs	Education Support Employee
Midge Silk	Parent
Dan Evans	Principal
Wendy McKinnon	Education Support Employee
Cindy Potter	Parent
Bob Roberston	Parent
Gwen Vandenburg	Parent
Efrem Sanchez	Parent
Brenda Vlach	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

The school's SAC reviewed the SIP last year before it was finalized and will do so again this year. The SAC requires the principal to update the status of the SIP goals at each meeting.

Development of this school improvement plan

The SAC contributed to and ultimately will approve the School Improvement Plan after a meeting with the principal. The SAC chair, Mr. Lynd, was present at SIP development meetings this summer.

Preparation of the school's annual budget and plan

The SAC approves any expenditure the is supported by the school's SIP and that information is brought to the SAC each money for approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

All funds will be approved by SAC in support of SIP initiatives. The focus last year was around reading and technology improvements and attendance incentives. A total of \$1,500 was approved for campus technology and an additional \$1,100 was approved for attendance incentive measures.

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
Evans, Dan	Principal	evansd@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

By supporting training and informational updates related to the implementation of the new Florida Standards throughout the content areas. The LLT at Dixie meets monthly and includes representatives of each department.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's vision is tied to high levels of collegiality and to the ideal that teachers improve through common practice. The school requires all teachers to attend a weekly PLC and allows a great deal of flexibility as to the type of and topic of each PLC. This is done to support teacher ownership and improved professional relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provide a systemic approach to professional development to improve teacher effectiveness.
2. Ensure that teachers are teaching subjects that aligned to their certificates and professional strengths.
3. Limit the number of teacher "preps" so as to increase teacher efficiency and effectiveness of instruction.
4. Improve the school climate by supporting teacher growth in a positive manner.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school employs a lead mentor, Mrs. Loretta Lamore. She has joined the principal and department chairpersons in welcoming the new teachers and pairings them with highly effective content area teachers. The pairings were done to match the mentee's background and strengths to the mentor's. A weekly New Teacher PLC is in place for the start of the year to help the teacher's learn new strategies and reflect on their professional practice.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school requires its teachers to align their lessons and PLC conversations to Florida standards. The school only uses materials that are research-based and support these standards. The school's administrators routinely visit classrooms to ensure that standards are being taught.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school's primary goal is 100 percent student success. The school's attempts to attain this ambitious goal by teaching to the Florida standards. The school also encourages regular checks for understanding, whether formal or informal, to ensure that students are mastering the standards. The school has begun to implement a department-by-department review of its standards and remediation efforts. The expectation of this plan is that each curriculum department develop a common set of expectations for all students and a systematic way for students to track their own growth and find support as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: Extended School Day

Minutes added to school year: 5,400

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Strategy Description

Our school day has been extended by 30 minutes and that brings additional instruction for our students. Additionally our teachers have extra planning time and there is a schoolwide expectation of common planning and weekly PLCs.

Strategy Rationale

That more time on task will increase performance and proficiency.

Person(s) responsible for monitoring implementation of the strategy

Evans, Dan, evansd@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

This is done by analyzing the schoolwide data in reading, math, science, writing and social studies.

Strategy type: After School Program

Minutes added to school year: 16,200

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Strategy Description

Our after school Extended Learning Program is designed to increase student exposure to key concepts. The school has set an expectation that all students who are behind in credits or concepts will required to attend this after school program.

Strategy Rationale

That some students take longer than others to master a concept. That learning is the constant and time is the variable.

Person(s) responsible for monitoring implementation of the strategy

Evans, Dan, evansd@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Course credit data and proficiency data on state assessments.

Strategy type: Summer Program

Minutes added to school year: 1,080

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

The school will set up a vibrant and efficient Summer Bridge credit recovery and extended learning program. The idea is to not allow any students to not reach the next grade level because of lack of credits. The program will also provide summer review and enrichment for students who struggle in math and reading.

Strategy Rationale

That the summer is typically lost instructional time and that students who are behind will be further behind if a summer program is not available to them.

Person(s) responsible for monitoring implementation of the strategy

Evans, Dan, evansd@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Credit recovery data and fall EOC data.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school requires all freshmen to take a "high school transition" elective course that is designed to help students make the difficult transition to high school. This includes understanding the requirements of high school, training in tracking their own performance and goal-setting, and getting involved in extra-curricular activities. The school also makes a point of giving every new student in 10th - 12th grades a tour of the campus and a personal connection via their guidance counselor. As students prepare to exit the school, regular meetings are held with all seniors in an "assembly" format and in Senior English classes to discuss next steps, career choices and related life goals.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school has set an expectation that all students acquire a "college-ready" score on the ACT, SAT or PERT test. We set this expectation in the early part of the student's high school career as part of our school wide goals form / lesson.

We also have established a College and Career Fair once a year during the school day and have increased our college visitation field trips to once per semester.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our school continues to expand its career / technical offerings and certifications. The school has career / technical programs in graphic arts / business, culinary arts, cosmetology and machining. All come with industry certifications, sometimes multiple certifications. Our most popular certifications are in the Microsoft Office Suite, Adobe Photoshop, Adobe Flash and ProStart (culinary). More than 600 students take part in those programs at Dixie. The school also has an active and successful ROTC program that has 180 students taking part.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school has begun to integrate the creative / graphic arts into all subject areas, especially in the areas of English and social studies. The school has also just created a robotics team and is teaming the science classes with the students in machining. This is a first step toward full integration.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), F.S

Students have reported that they would like to have more real-world experience in their classes and a better sense of the variety of college and career options available to them. We have increased our plans to have our guidance counselors visit the junior and senior classes and we have now opened a College and Career lab for students to explore their interests and make plans accordingly. Our arts and STEM integration is a purposeful way of adding relevancy to our curriculum.

School Improvement Goals

Goals Summary

- G1.** An increase in the number and percentage of students reading at or above proficiency.
- G2.** An increase in the number and percentage of students writing on grade level in terms of both academic (via the FSA) and personal essay writing (via our school assessments).
- G3.** An increase in the number and percentage of juniors and seniors who have taken the SAT, ACT and PERT tests more than once and scored "college ready."
- G4.** An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam.
- G5.** An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent.
- G6.** An increase in the number and percentage of students passing the Geometry EOC exam.
- G7.** An increase in the number of students scoring at or above achievement level 3 on the US History EOC.
- G8.** An increase in the number of students making a D or better in Biology and passing the Biology EOC.
- G9.** An increase in the number of student enrolled in a STEM / CTE course and the number of students earning an industry certification.
- G10.** An increase in the number and percentage of parents obtaining Portal passwords and logging onto Portal.
- G11.** An increase in our school's attendance rate and a reduction in the number of students missing 20 or more days.
- G12.** An increase in our school's graduation rate and a decrease in the number of student pursuing GEDs or not graduating with a regular diploma (W26 codes).
- G13.** An decline in the achievement gap in reading, math and graduation rate between Caucasian and African American students and Caucasian and Hispanic students.

Goals Detail

G1. An increase in the number and percentage of students reading at or above proficiency.**Targets Supported**

Indicator	Annual Target
	50.0

Resources Available to Support the Goal

- Improved benchmark reading instruction in English, Social Studies, Science and Reading classrooms. Increased exposure to complex texts and complex tasks by all students in all subjects. Teacher training to accomplish this task.
- Consistent, effective PLCs that lead to improved instruction with a literacy focus.
- Consistent, effective walkthroughs of classrooms with feedback to teachers on literacy best practices. Training for teachers in support of this level of improvement.
- A school-wide focus on real literacy, from high-interest complex texts to personal essay writing and other forms of expression. Regular celebrations of student success.

Targeted Barriers to Achieving the Goal

- The large numbers of struggling readers may be too many to manage.
- The reality of the depth of reading struggles for some of our students. The notion that they may not reach proficiency in one year.
- The language barriers experienced by a large number of our ESOL students.
- The poor attendance of some of our students, along with their sense of failure due to their poor reading skills.

<i>Plan to Monitor Progress Toward the Goal</i>	
Reading trend data (FAIR, etc.). Classroom trends, successes and struggles.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	High student engagement in classroom. Attendance rate at 90-95%. Positive reading trend data.

G2. An increase in the number and percentage of students writing on grade level in terms of both academic (via the FSA) and personal essay writing (via our school assessments).

Targets Supported

Indicator	Annual Target
	50.0

Resources Available to Support the Goal

- A consistent writing expectation and rubric to provide students with regular feedback on their writing.
- An online portfolio for students to showcase their best writings and reflect on their growth.
- A weekly PLC dedicated to the new FSA literacy standards.

Targeted Barriers to Achieving the Goal

- The difficulty of getting consistent use of the rubric by all teachers and use of the portfolio by all students.

<i>Plan to Monitor Progress Toward the Goal</i>	
Review of data trends in writing. Review of student work to develop exemplars. Review of online student portfolio project.	
Person Responsible	
Schedule	
Evidence of Completion	Strong student writing scores on FSA test. Improved grades in English, Social Studies, Science. Greater involvement in our school's literacy showcases.

G3. An increase in the number and percentage of juniors and seniors who have taken the SAT, ACT and PERT tests more than once and scored "college ready."

Targets Supported

Indicator	Annual Target
	75.0

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
Person Responsible	
Schedule	
Evidence of Completion	

G4. An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam.

Targets Supported

Indicator	Annual Target
	60.0

Resources Available to Support the Goal

- The use of extended learning respurces will be used to provide the opportunity for students to improve proficiency throughout the school year.
- Technology tools will be used for students to improve proficiency outside the classroom.

Targeted Barriers to Achieving the Goal

- Students lack basic math skill necessary for mastering Algebra proficiency.
- Insufficient standards based instruction aligned to Common Core.
- Insufficient differentiation of instruction to address individual student needs.

Plan to Monitor Progress Toward the Goal	
Collect data on student grades every six weeks. Analyze benchmark and assessment data.	
Person Responsible	
Schedule	
Evidence of Completion	A decrease in the percentage of students failing Algebra. An increase in the percentage of students performing proficient on Algebra EOC.

G5. An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent.

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

- Textbook and Technology resources translated in multiple languages.
- Extended learning opportunities.
- Additional resources for differentiating instruction.
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Targeted Barriers to Achieving the Goal

- Students lack engagement in Algebra class.
- Students lack basic math skills needed for Algebra proficiency.
- Instructional practices have insufficient differentiations of instruction.

<i>Plan to Monitor Progress Toward the Goal</i>	
FCIM, Common Benchmark Assessments, and Algebra EOC	
Person Responsible	
Schedule	
Evidence of Completion	Increases in student proficiency percentages within measured subgroups.

G6. An increase in the number and percentage of students passing the Geometry EOC exam.

Targets Supported

Indicator	Annual Target
	70.0

Resources Available to Support the Goal

- Performance Matters Common Assessments
- Technolgy tools
- Extended learning opportunities
- Learning Leadership Cadre Math Representative
- Instructional Coach
- District resources on pacing, alignment to common core standards, and lesson resources.

Targeted Barriers to Achieving the Goal

- Students lack engagment in Geometry lessons.
- Instruction provides insufficient differentiation of instruction to meet student individual needs.
- Student subgroups (by ethnicity) not making satisfactory progress in Geometry.
- Lessons have insufficient rigor and standards based instruction aligned to common core.

<i>Plan to Monitor Progress Toward the Goal</i>	
Collect and analyze student data on benchmarks.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Student proficiency percentages will increase on Geometry EOC.

G7. An increase in the number of students scoring at or above achievement level 3 on the US History EOC.

Targets Supported

Indicator	Annual Target
	60.0

Resources Available to Support the Goal

- Professional Development will be offered through PLCs. Common planning time has been infused in the schedule. Tutoring is available after school and during lunch. Districtwide Professional Development. Teachers have access to benchmarks and high-yield instructional strategies.

Targeted Barriers to Achieving the Goal

- % of students reading at grade level.

Plan to Monitor Progress Toward the Goal	
Common benchmark assessments and US History EOC	
Person Responsible	
Schedule	
Evidence of Completion	Increases in student proficiency percentages within measured subgroups.

G8. An increase in the number of students making a D or better in Biology and passing the Biology EOC.

Targets Supported

Indicator	Annual Target
	80.0

Resources Available to Support the Goal

- To pay Biology teachers for tutoring students in extended learning.

Targeted Barriers to Achieving the Goal

- The percentage of students reading at grade level.

Plan to Monitor Progress Toward the Goal	
Person Responsible	
Schedule	
Evidence of Completion	

G9. An increase in the number of student enrolled in a STEM / CTE course and the number of students earning an industry certification.

Targets Supported

Indicator	Annual Target
	60.0

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G10. An increase in the number and percentage of parents obtaining Portal passwords and logging onto Portal.

Targets Supported

Indicator	Annual Target
	80.0

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

<i>Plan to Monitor Progress Toward the Goal</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G11. An increase in our school's attendance rate and a reduction in the number of students missing 20 or more days.

Targets Supported

Indicator	Annual Target
	90.0

Resources Available to Support the Goal

- Easy access to student data
- Attendance clerk
- VE Specialist
- Social Worker(s) and Psychologist
- Community Liaison
- Assistant Principals

Targeted Barriers to Achieving the Goal

- Lack of communication between parent and school about importance of attendance

<i>Plan to Monitor Progress Toward the Goal</i>	
The bottom line will be the Average Daily Attendance (ADA) rates. The ADA will be monitored weekly and by showing steady increase in attendance or maintaining our attendance goal throughout the 1st semester	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Excel spreadsheet of ADA for semester, broken down by month/grade level.

G12. An increase in our school's graduation rate and a decrease in the number of student pursuing GEDs or not graduating with a regular diploma (W26 codes).

Targets Supported

Indicator	Annual Target
	80.0

Resources Available to Support the Goal

- PBS plan of school-wide expectations.
- Graduation Enhancement Program
- Tutoring after school and during lunch
- Individual monitoring of students graduation requirements

Targeted Barriers to Achieving the Goal

- Attendance rate

Plan to Monitor Progress Toward the Goal	
% of students on track for graduation	
Person Responsible	
Schedule	
Evidence of Completion	Increase in number of graduates from previous year

G13. An decline in the achievement gap in reading, math and graduation rate between Caucasian and African American students and Caucasian and Hispanic students.

Targets Supported

Indicator	Annual Target

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal	
Person Responsible	
Schedule	
Evidence of Completion	

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. An increase in the number and percentage of students reading at or above proficiency.

G1.B1 The large numbers of struggling readers may be too many to manage.

G1.B1.S1 Increase the number of teachers or associates who can help, tutor, mentor. Pull out ESE and ESOL population for additional supports.

Strategy Rationale

<i>Action Step 1</i>	
Additional ESE and ESOL resources assigned to rooms.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	The total number of struggling readers are provided reading supports in a manageable setting.

<i>Plan to Monitor Fidelity of Implementation of G1.B1.S1</i>	
Periodic visits to classrooms. Review of progress monitoring data, ie. FAIR.	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Fewer students who are struggling / growth on progress monitoring assessments.

<i>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</i>	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	

G2. An increase in the number and percentage of students writing on grade level in terms of both academic (via the FSA) and personal essay writing (via our school assessments).

G2.B2 The difficulty of getting consistent use of the rubric by all teachers and use of the portfolio by all students.

G2.B2.S1 Continued support from our new literacy coach, Mrs. Nunez. The addition of an online tool that may make things easier for students. Create sample portfolios for students to see what is expected.

Strategy Rationale

Action Step 1	
Rubric re-introduced to staff. Sample portfolios created.	
Person Responsible	
Schedule	
Evidence of Completion	Samples available for teachers, students to review.

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Review progress with literacy coach and English teachers.	
Person Responsible	
Schedule	
Evidence of Completion	Students discussing their growth, excited about showing their best work via portfolio project.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G4. An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam.

G4.B1 Students lack basic math skill necessary for mastering Algebra proficiency.

G4.B1.S1 Student mathematics achievement will increase when teachers consistently develop and implement lessons that promote a gradual release of responsibility consistently utilizing collaborative structures and checks for understanding to inform instruction during guided practice.

Strategy Rationale

Action Step 1	
Collaboratively develop lessons that follow the gradual release of responsibility, include collaborative structures, and checks for understanding.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans will reflect these specific best practices.

Action Step 2	
Model and provide side by side coaching as needed to teachers to implement lessons.	
Person Responsible	
Schedule	
Evidence of Completion	Meeting documentation reflect coaching practices and teacher reflections on coaching cycle.

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Complete walk thoughts and provide feedback on lessons after documenting observations of targeted lesson practices.	
Person Responsible	
Schedule	
Evidence of Completion	Walk through data will show trends of increased number of lessons demonstrating collaboration, checks for understanding and gradual release of responsibility.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Assess students using performance matters common assessments.	
Person Responsible	
Schedule	
Evidence of Completion	Student performance on benchmark assessments will show increase in proficiency.

G4.B1.S2 Differentiate instruction to meet individual student needs.**Strategy Rationale**

Action Step 1	
Provide FCIM lessons and assessments, analyze student data, make instruction adjustments as needed.	
Person Responsible	
Schedule	
Evidence of Completion	Student proficiency percentage will increase.

Plan to Monitor Fidelity of Implementation of G4.B1.S2	
Walk through and data analysis	
Person Responsible	
Schedule	
Evidence of Completion	Trend data on walk throughs will reflect increased differentiated instruction and student data will reflect increased proficiency percentages.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2	
Analyze student data on assessments. Analyze walk through observation trend data.	
Person Responsible	
Schedule	
Evidence of Completion	Increase in proficiency percentages. Increase in observed differentiation of instruction.

G4.B2 Insufficient standards based instruction aligned to Common Core.**G4.B2.S1** Professional development on aligning Algebra benchmarks to common core standards.**Strategy Rationale**

Action Step 1	
Provide training on aligning lessons to common core and model lesson implementation.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans will reflect alignment to common core instruction elements.

Plan to Monitor Fidelity of Implementation of G4.B2.S1	
Walk through data collection and feedback given on instruction alignment to common core.	
Person Responsible	
Schedule	
Evidence of Completion	Data trends will reflect increased observations of lessons aligned to common core standards,

Plan to Monitor Effectiveness of Implementation of G4.B2.S1	
Teachers will administer assessments and analyze data to guide differentiation in instruction to improve student performance.	
Person Responsible	
Schedule	
Evidence of Completion	Student performance on benchmark assessments and Algebra EOC an increased proficiency percentage.

Plan to Monitor Fidelity of Implementation of G4.B2.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G4.B2.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G4.B3.S1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G4.B3.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G4.B3 Insufficient differentiation of instruction to address individual student needs.

G4.B3.S2 Instructional coach will provide modeling of methods to differentiate instruction.

Strategy Rationale

Action Step 1	
Modeling and debriefing strategies for differentiating instruction.	
Person Responsible	
Schedule	
Evidence of Completion	Teachers provide differentiated instruction that improves student mastery of Algebra benchmarks and use of Carnegie interventions.

Plan to Monitor Fidelity of Implementation of G4.B3.S2	
Monitor and consult with instructional coach and teachers.	
Person Responsible	Dan Evans
Schedule	
Evidence of Completion	Meeting minutes reflect actions taken. Walk throughs document evidence fo teachers providing differentiated instruction.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2	
Walk throughs collecting data on differentiation of instrucion. Benchmark assessments analyzed for increased proficiency on standards.	
Person Responsible	
Schedule	
Evidence of Completion	Walk Through data document evidence of differentiated instruction. Student data will show improved proficiency on benchmarks.

Plan to Monitor Fidelity of Implementation of G4.B3.S3	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G4.B3.S3	
Person Responsible	
Schedule	
Evidence of Completion	

G4.B3.S4 Additional instructional resources will be used to provide individualized instruction.

Strategy Rationale

Action Step 1	
Provide individualized additional resources to students to address areas needing improvement.	
Person Responsible	
Schedule	
Evidence of Completion	Proficiency percentage on benchmarks will improve.

Plan to Monitor Fidelity of Implementation of G4.B3.S4	
Model and provide information on additional resources available to teachers and students.	
Person Responsible	
Schedule	
Evidence of Completion	Increased resources will be used by students and teachers.

Plan to Monitor Effectiveness of Implementation of G4.B3.S4	
Assessments will be analyzed quarterly.	
Person Responsible	
Schedule	
Evidence of Completion	Student proficiency percentage will increase.

G5. An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent.

G5.B1 Students lack engagement in Algebra class.

G5.B1.S1 Lessons will include technology integration and collaborative structures to increase student engagement.

Strategy Rationale

Action Step 1	
Develop lessons that include technology integration and collaborative structures.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans will reflect implementation of technology and collaborationl.

Plan to Monitor Fidelity of Implementation of G5.B1.S1	
Model, and observe lesson delivery. Provide feedback to teachers on lesson delivery and provide suggestions to improve lesson delivery.	
Person Responsible	
Schedule	
Evidence of Completion	Meeting notes will reflect feedback and walk through data will show increased trends in use of technology and collaborative structures in lessons.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1	
Collect data during walk throughs on student engagement.	
Person Responsible	
Schedule	
Evidence of Completion	Student engagement trends will increase on walk through data collected.

G5.B2 Students lack basic math skills needed for Algebra proficiency.

G5.B2.S1 Deliver lessons and provide supplemental practice that scaffold basic skills within lessons aligned to common core and assessed Algebra benchmarks.

Strategy Rationale

Action Step 1	
Deliver lessons using the gradual release of responsibility. Provide supplemental practice to address individual student needs.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans reflect the gradual release of responsibility model. Students complete supplemental practice during extended learning opportunities.

Plan to Monitor Fidelity of Implementation of G5.B2.S1	
Walk through data collected on lesson deliver, practice provided, and differentiation. Feedback provided to teachers on observations.	
Person Responsible	
Schedule	
Evidence of Completion	Walk through trend data reflect increased lessons delivered with differentiation and use of gradual release of responsibility.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1	
Provide FCIM, common benchmark assessments, and Algebra EOC. Analyze data to drive instruction differentiation	
Person Responsible	
Schedule	
Evidence of Completion	Student proficiency percentage will increase on assessments.

G5.B3 Instructional practices have insufficient differentiations of instruction.

G5.B3.S1 Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs).

Strategy Rationale

Action Step 1	
Develop and deliver lessons that scaffold skills needed by diverse student groups. Provide small group instruction to target individual student needs.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans reflect scaffolding, small group instruction, and identify students' individual needs.

Plan to Monitor Fidelity of Implementation of G5.B3.S1	
Collect sample lesson plans. Complete walk throughs and give feedback on instruction differentiation.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans will reflect individual student needs. Walk through trend data will reflect an increase in small group lesson delivery and differentiated instruction.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1	
Assessment data will be analyzed using FCIM, common benchmark assessments, and Algebra EOC.	
Person Responsible	
Schedule	
Evidence of Completion	Student proficiency percentages will show increases,

G5.B3.S2 Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

Strategy Rationale

Action Step 1	
Implement rigorous lessons. Provide multiple checks for understanding. Provide multiple opportunities for students to demonstrate proficiency on benchmarks throughout lessons.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans reflect rigor, checks for understanding, and multiple assessment strategies.

Plan to Monitor Fidelity of Implementation of G5.B3.S2	
Model and provide coaching to teachers on multiple assessment strategies and rigor.	
Person Responsible	
Schedule	
Evidence of Completion	Meeting notes reflect feedback provided to teachers.

Plan to Monitor Effectiveness of Implementation of G5.B3.S2	
Walk throughs and feedback on rigor and assessment strategies.	
Person Responsible	
Schedule	
Evidence of Completion	Walk Through trend data reflect an increase in implementation of rigorous lessons and multiple checks for understanding.

G6. An increase in the number and percentage of students passing the Geometry EOC exam.

G6.B1 Students lack engagement in Geometry lessons.

G6.B1.S1 Teachers will implement lessons that include technology integration and collaborative structures.

Strategy Rationale

Action Step 1	
Implement rigorous lessons with technology integration and collaborative structures.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans reflect use of collaboration and technology by students.

Plan to Monitor Fidelity of Implementation of G6.B1.S1	
Side by Side coaching and modeling of lessons with collaborative structures and technology integration.	
Person Responsible	
Schedule	
Evidence of Completion	Meeting minutes and teacher reflections of lessons indicate collaborative structures and technology integration. Student responses and engagement monitored by teachers during modeling and coaching.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1	
Walk through specifically targeting student engagement.	
Person Responsible	
Schedule	
Evidence of Completion	Walk through data reflects trends of increased student engagement and use of collaborative structures and technology in observed lessons.

G6.B2 Instruction provides insufficient differentiation of instruction to meet student individual needs.

G6.B2.S1 Provide regular formative assessments to drive instruction differentiation.

Strategy Rationale

Action Step 1	
FCIM assessment and regular benchmark assessments. Teachers track students' scores and provide small group and individualized lessons.	
Person Responsible	
Schedule	
Evidence of Completion	Students track their progress on course benchmarks.

Plan to Monitor Fidelity of Implementation of G6.B2.S1	
Lesson plans include assessments. Professional Learning Community track and analyze data from common assessments. Professional Learning Community develop lessons in response to student performance on assessments.	
Person Responsible	
Schedule	
Evidence of Completion	Student data trends reflect an increase in proficiency percentages.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1	
Analyze course data using common assessments. Walk Throughs to monitor the implementation of individualized instruction differentiation.	
Person Responsible	
Schedule	
Evidence of Completion	Student data trends reflect increased proficiency percentages and walk through data reflect trends of increased differentiation of instruction use.

G6.B3 Student subgroups (by ethnicity) not making satisfactory progress in Geometry.

G6.B3.S1 Formative assessment data analyzed to by ethnicity and Professional Learning Communities collaboratively develop lessons to differentiate instruction to meet student interests and individual needs.

Strategy Rationale

Action Step 1	
Collaborate to analyze student data and develop lessons to address individual student needs.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans reflect instruction differentiation.

Plan to Monitor Fidelity of Implementation of G6.B3.S1	
Side by side coaching Modeling lessons with differentiation strategies. Providing additional resources and activities for instruction differentiation.	
Person Responsible	
Schedule	
Evidence of Completion	Meeting minutes and teacher reflections indicate the implementation of differentiation strategies.

Plan to Monitor Effectiveness of Implementation of G6.B3.S1	
Walk throughs and visits to PLC meetings to specifically focus on data analysis and instruction differentiation.	
Person Responsible	
Schedule	
Evidence of Completion	Walk through data reflect trends of increased use of instruction differentiation in observed lessons and increased student proficiency percentages on assessments.

G6.B4 Lessons have insufficient rigor and standards based instruction aligned to common core.

G6.B4.S1 Learning Leadership Cadre representative will provide professional development on lesson planning and implementation of lessons aligned to common core and increasing rigor.

Strategy Rationale

Action Step 1	
Provide professional development opportunities. Provide coaching and modeling of lesson with increased rigor and alignment to common core standards.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans will reflect lessons with increased rigor and alignment to common core standards.

Plan to Monitor Fidelity of Implementation of G6.B4.S1	
Walk through and provide feedback specifically on rigor and lesson alignment to the common core standards.	
Person Responsible	
Schedule	
Evidence of Completion	Walk through trend data will reflect evidence of rigorous lessons.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1	
Analyze student performance data on FCIM, common benchmark assessments, and Geometry EOC.	
Person Responsible	
Schedule	
Evidence of Completion	Students will increase proficiency percentages on Geometry benchmarks.

G7. An increase in the number of students scoring at or above achievement level 3 on the US History EOC.

G7.B1 % of students reading at grade level.

G7.B1.S1 Teachers will expose students to reading and analyzing complex texts and will have them respond to higher-order questions and tasks related to the text.

Strategy Rationale

Action Step 1	
Teachers will include DBQs as a part of weekly lesson plans.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson plans will include DBQs

Plan to Monitor Fidelity of Implementation of G7.B1.S1	
Model, and observe DBQ lesson delivery. Provide feedback to teachers on DBQ lesson delivery and provide suggestions to improve DBQ lesson delivery.	
Person Responsible	
Schedule	
Evidence of Completion	Meeting notes will reflect feedback and walk through data will show increased trends in use of DBQs.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1	
Collect data during walk throughs on DBQ Lessons in lesson plans.	
Person Responsible	
Schedule	
Evidence of Completion	DBQ use trends will increase on walk through data collected.

G11. An increase in our school's attendance rate and a reduction in the number of students missing 20 or more days.

G11.B3 Lack of communication between parent and school about importance of attendance

G11.B3.S4 Develop a systematic process for improving attendance

Strategy Rationale

Action Step 1	
<p>1. Create list of students that have 5 or more unexcused absences in a 6 weeks. 2. A meeting occurs between the assistant principal, the parent and student. The Dixie Hollins Attendance Compact and Student Interview are completed. The parent is given a copy of attendance policies and procedures, including notice that the student is ineligible to participate in extracurricular activities for the remainder of the six weeks and the following six weeks. If significant improvements are made, the family may petition the principal to participate sooner. 3. The meeting is documented in the Focus parent log.</p>	
Person Responsible	
Schedule	
Evidence of Completion	<p>1. Reports given to assistant principals. 2. Signed "Attendance Compacts." 3. Entries in Focus parent logs.</p>

Plan to Monitor Fidelity of Implementation of G11.B3.S4	
<p>The Child Study Team members will report out on which students have been identified, contacted, met with, and interviewed at the close of each 6 weeks. Then in the following weekly CST meetings, members will report out improvements, or lack of improvements. The evidence will be the completed Dixie Hollins Attendance Compacts and the parent log entries in Focus by the attendance clerk and assistant principals.</p>	
Person Responsible	
Schedule	
Evidence of Completion	<p>The evidence will be the completed Dixie Hollins Attendance Compacts and the parent log entries.</p>

Plan to Monitor Effectiveness of Implementation of G11.B3.S4	
<p>The assistant principals will conduct attendance meetings with parents each 6 weeks. If the students improve their attendance during a following 6 weeks, the assistant principal will no longer need to meet with the student and the parent and the strategy is deemed effective.</p>	
Person Responsible	
Schedule	
Evidence of Completion	<ul style="list-style-type: none"> •Signed Dixie Hollins Attendance Compact •Parent log updates •Attendance records

G12. An increase in our school's graduation rate and a decrease in the number of student pursuing GEDs or not graduating with a regular diploma (W26 codes).

G12.B1 Attendance rate

G12.B1.S2 Develop attendance expectations for extracurricular activities

Strategy Rationale

<i>Action Step 1</i>	
Develop attendance policy for participation in extracurricular activities	
Person Responsible	
Schedule	
Evidence of Completion	Attendance policy completed and shared with faculty and students

<i>Plan to Monitor Fidelity of Implementation of G12.B1.S2</i>	
Percentage of students attending activity and attendance rate	
Person Responsible	
Schedule	
Evidence of Completion	Increased attendance rate compared to previous school year

<i>Plan to Monitor Effectiveness of Implementation of G12.B1.S2</i>	
Attendance rate	
Person Responsible	
Schedule	
Evidence of Completion	Increased attendance compared to previous school year

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon