

Pinellas County Schools

Dixie M. Hollins High School



2022-23 Schoolwide Improvement Plan

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Dixie M. Hollins High School

4940 62ND ST N, Kenneth City, FL 33709

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

Demographics

Principal: Robert Florio

Start Date for this Principal: 6/21/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (50%) 2020-21: (48%) 2018-19: C (51%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To be the best public high school in the state of Florida.

Provide the school's vision statement.

Developing leaders for an unimaginable tomorrow.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Caffentzis, Kathy	Teacher, K-12	
Florio, Robert	Principal	
Holcombe, Nicole	Assistant Principal	
Lamore, Loretta	Teacher, K-12	
Lynd, Jodi	Teacher, K-12	
Metcalfe, Candice	Assistant Principal	
Meyer, Alison	Guidance Counselor	
Pinzon, Valerie	Teacher, K-12	
Sinphay, Jennifer	Teacher, K-12	
Williams, Calvin	Teacher, K-12	
Zebley, Eric	Assistant Principal	
Kalinowska, Anna		
Kane, Matthew	Assistant Principal	

Demographic Information

Principal start date

Tuesday 6/21/2022, Robert Florio

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,869

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	534	510	453	353	1850
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	170	144	120	599
One or more suspensions	0	0	0	0	0	0	0	0	0	41	22	24	11	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	52	97	70	219
Course failure in Math	0	0	0	0	0	0	0	0	0	0	188	45	1	234
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	206	197	187	87	677
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	211	168	173	118	670
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	312	309	301	169	1091

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	236	228	198	121	783

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	1	0	5	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/29/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%			40%			47%	56%	56%
ELA Learning Gains	42%			43%			47%	51%	51%
ELA Lowest 25th Percentile	29%			40%			33%	43%	42%
Math Achievement	37%			28%			40%	45%	51%
Math Learning Gains	47%			30%			42%	44%	48%
Math Lowest 25th Percentile	45%			40%			40%	41%	45%
Science Achievement	58%			55%			56%	64%	68%
Social Studies Achievement	51%			51%			61%	71%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	62%	-9%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	70%	-8%	70%	-8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	55%	-31%	61%	-37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	56%	-6%	57%	-7%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	43	45	24	32	41	39	43		94	26
ELL	13	36	53	8	28	45	31	23		94	54
ASN	53	58	57	36	26	38	71	67		95	75
BLK	22	32	39	15	31	43	24	37		98	45
HSP	29	34	43	25	31	52	53	37		98	60
MUL	50	39		19	4		43	61		100	75
WHT	45	46	36	35	32	34	61	56		97	56
FRL	30	38	40	25	26	40	45	41		95	52

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	28	18	29	33	39	33	49		95	8
ELL	15	32	33	24	37	44	37	19		94	52
ASN	53	44	36	60	66		78	48		93	67
BLK	35	48	30	33	38	36	49	43		93	26
HSP	37	45	37	29	39	44	43	52		94	55
MUL	51	51		50	35		62	80		96	48
WHT	52	48	29	43	42	39	59	68		92	48
FRL	38	47	36	34	40	44	49	52		94	40

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge in our subgroups is the proficiency rates for our ELL students and our students with disabilities. These groups continue to underperform as compared to our overall school proficiency rates.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component that demonstrates the greatest need for improvement is our 9th-10th ELA proficiency and learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This year we will be working with district personnel to implement professional development that will specifically target sharing strategies that will benefit diverse students among both of these subgroups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement are our Algebra/Geometry proficiency rates and learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Last year we had targeted supports to support our ESSA subgroups and our L25 students. Additionally, there were available programs that helped the teachers identify the standards that required remediation.

What strategies will need to be implemented in order to accelerate learning?

Ongoing use of district resources and continued supports for small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our school will provide bi-weekly opportunities to participate in professional development that is targeted towards a diverse student population. Additionally, we will continue to promote equitable and restorative grading practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hollins will maintain a meaningful professional development calendar. Ongoing efforts will be made to ensure that teachers have common planning time, are presented and familiar with progress monitoring data, and are using high-engagement strategies in their daily instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our overall US History achievement is 51%, compared to 28% for EL students. We expect the US History EOC achievement for EL students to be 42% by May 2023. The gap is occurring because of inconsistent implementation of effective, evidence-based strategies and best practices. If all teachers were to consistently implement evidence-based strategies and best practices, the problem would be reduced by 14%. We will reduce the achievement gap between all students and EL students from 23% to 9%, as measured by the US History EOC.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase the percent of EL students achieving proficiency on the US History EOC from 28% to 42% as measured by the US History EOC.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

PLC meetings will focus on data from common assessments and district cycle assessments. PLCs will be used to lesson plan and incorporate a variety of strategies that are intended to target ELL students.

Person responsible for monitoring outcome:

Eric Zebley (zebleye@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Fostering an Equitable and Engaging Culture in Classrooms
 AVID WICOR Strategies – focused note taking
 Restorative Practices (classroom climate and grading)
 Equity In Excellence practices
 Standards-based instruction
 Differentiated Instruction
 Strategic scheduling
 PBIS – Royal Reward dollars
 School-wide instructional strategies
 MTSS – Royals Rising
 Strengthen school processes for engaging EL students and families through meaningful communication

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.

Using a variety of strategies will assist in identification of students in need, and allow teachers to plan for the differentiation and support for those students.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Accelerating the learning gains for ELA and math by reviewing data from classroom resources in reading, ELA and mathematics to drive differentiated student instruction.

Person Responsible Eric Zebley (zebleye@pcsb.org)

Creating an ESOL associate schedule to support ELL students in content area classrooms.

Person Responsible Eric Zebley (zebleye@pcsb.org)

Utilize teacher personnel and ESOL associates for additional ELL student support daily in our extended learning program.

Person Responsible Matthew Kane (kanemat@pcsb.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our 2021-22 level of performance is 37% proficiency, as evidenced in FSA ELA scores.

Include a rationale that explains how it was identified as a critical need from the data reviewed. We want to increase it to 50% by May 2023. The problem or gap is occurring because students are not proficient at the level they will be tested at on the FSA ELA, due to not being consistently and fully engaged in rigorous, standards-based instruction. In addition, we will also be implementing new standards and preparing for a different standardized testing assessment related to BEST standards.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving ELA proficiency will increase from 37% to 50% as measured by the 2022-2023 ELA FAST assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Cycle data and PLCs will monitor data and drive instruction. Focus will be placed on both planning and training for upcoming standards and assessment changes.

Students will participate in teacher-led data chats to increase student ownership of their data and understanding of how to critically analyze data to identify areas of improvement.

Person responsible for monitoring outcome:

Candice Metcalf (metcalfca@pcsb.org)

1. Teachers will use data to plan instruction for individual student learning gains as a focus in PLCs.

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

2. Strengthen staff ability to engage students in complex tasks (WICOR, focused notetaking, higher-order questioning).

3. Enhance staff capacity to identify critical content from the BEST standards in alignment with district resources (textbook, curriculum guide, Writeable).

By using student data during all PLCs, teachers will be able to identify student needs and areas of focus to help students make learning gains. Using BEST standards-aligned and district resources, teachers can engage students in complex tasks.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will be able to communicate orally and in writing for argumentative and expository purposes.

Students will be able to organize and analyze information from multiple sources across content areas to develop an essay using sequential organization, varied transitions, appropriate tone, and editing tools. Students will follow standard English grammar, punctuation, capitalization, and spelling in all communication.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) Aligns with goal 1.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Teachers will implement strategies including focused note-taking and other organization strategies. They will also utilize frequent checks for understanding (i.e. exit tickets, question stems, Turn & Talk) and conduct data chats with students in order to facilitate student goal-setting. Aligns to goal 2.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Reading and ELA teachers will implement Equitable & Engaging Culture in Classrooms and cross-content supplemental texts to increase the rigor of the task. Aligns with goal 2.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Teachers will attend district provided professional development in order to enhance their understanding of the critical content and align them with district resources to provide Equitable & Engaging culture in classrooms, and standards-based rigorous instruction to students. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students to better prepare them for the upcoming BEST standards and expectations. Aligns with goal 3.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Engage district staff in site-based and DWT BEST trainings. Aligns with goal 1-3.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Administrator will actively monitor usage data from classroom digital tools on a weekly basis. Data will be shared and reviewed with content instructors during PLC meetings.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 58%, as evidenced on the Biology EOC exam. We expect our performance level to be 68% by May 2023. The problem is occurring due to students not having the skills and knowledge necessary to meet proficiency requirements on the EOC. Teachers will work collaboratively in PLCs to meet students where they are, use data to support each student, and differentiate scaffolded instruction to support each student toward proficiency.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving proficiency in Biology will increase 10% by May 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through PLCs and common assessment data chats.

Person responsible for monitoring outcome:

Nicole Holcombe (holcomben@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Enhance staff capacity to identify critical content from the standards in alignment with district resources.
Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Strengthen staff ability to engage students in complex tasks.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using data from cycle assessments, we will PLC to devise and design specific high-leverage strategies to support and promote moving students towards proficiency. Provide multiple opportunities for teacher exposure to exemplar teachers that utilize best practices. Strengthening staff ability to engage students in complex tasks aligns with school-wide AVID implementation.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilizing data from Performance Matters, common and cycle assessments (summative/formative), as well as classroom walkthroughs, teachers conduct frequent data chats with students to set individual goals, offer support and direct students towards additional learning opportunities to help them meet their goals.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

Teachers will meet during common planning and in twice monthly PLCs to create equitable and engaging, rigorous, standards-based lessons, common assessments, and to review data for the purpose of guiding instruction and/or remediation.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

Teachers intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies, with an emphasis on focused note-taking.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

Teachers will be provided opportunities for professional development that include AVID WICOR strategies, with an emphasis on focused note-taking.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Social studies uses the US History EOC exam as a standard performance assessment. Our performance goal on this exam for 2022-2023 is to rise above the state and district level (currently at 70%) and reach 71%. The US EOC is a highly rigorous assessment, therefore teachers should focus their teaching and content to reflect the rigor of the exam. Lessons should be standards-based and aligned with state specifications. By focusing lessons, students should be expected to see a minimum 10% increase.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving proficiency in US History will increase from 51% to 71%, as measured by the US History EOC exam

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Social studies teachers will continue to integrate literacy standards along with AVID WICOR (focused note taking) strategies into the social studies content via Document Based Questions (DBQ) and Stanford History Education Group (SHEG) lessons. Teachers will work in PLCs to build AVID FEECC lessons to meet students where they are and differentiate and support each student toward individual learning goals. Teachers will use progress monitoring on assessments using Performance Matters, Zipgrade or other monitoring method towards mastery of content. Teachers will use district sharepoint site for options.

Person responsible for monitoring outcome:

Eric Zebley (zebleye@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers incorporate instructional activities that support student success with literacy, including quick-writes and document analysis within the social studies curriculum. Social studies teachers will utilize the data gathered to develop strategies for planning, review, remediation, and assessment. Lessons should be differentiated and scaffolded to allow students to build and develop their own critical thinking processes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this

Teachers should collaborate and use PLC and data chats to identify the needs and strategies that will work best for all students. Use of Cycle assessments (through Performance Matters) and district created mini-assessments to plan for remediation and support of students who are not making sufficient gains.

specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Social studies teachers will continue to integrate literacy standards, AVID WICOR strategies, Document Based Questions and Stanford History Education Group lessons. Lessons should be focused on state-standards outlined in course curriculum guide.

Person Responsible Eric Zebley (zebleye@pcsb.org)

2. Teachers will use formative assessments, including cycle assessments, to assess student progress regularly. The data that is gathered from these formative assessments will drive the focus and direction of future lessons. District mini-assessments will be used as a formative assessment to judge student mastery of content.

Person Responsible Eric Zebley (zebleye@pcsb.org)

3. Teachers will meet regularly in planned PLCs. During these PLCs, teachers will review student data (collected from mini assessments) to identify strengths and weaknesses, or identify areas in need of support, review, or remediation. PLCs will involve collaboration and common planning in order to gather accurate data.

Person Responsible Eric Zebley (zebleye@pcsb.org)

4. Teachers include AVID FEECC strategies into daily lesson plans that support students at all levels. Teachers will use PLCs as opportunities to collaborate and integrate these strategies.

Person Responsible Eric Zebley (zebleye@pcsb.org)

5. Teachers should conduct regular “data chats” with students in order to offer explanation and support. Data chats will serve as an opportunity to develop individual action plans, and drive class instruction.

Person Responsible Eric Zebley (zebleye@pcsb.org)

#5. Positive Culture and Environment specifically relating to Healthy Schools

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 3 the Bronze Medal from Alliance for Healthier Schools. We expect our performance level to increase and earn a Silver Medal.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our current level of performance is 3 - the Bronze Medal from Alliance for Healthier Schools. We expect our performance level to increase and earn a Silver Medal.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through quarterly meetings and review of school progress according to Healthy School’s Program Framework

Person responsible for monitoring outcome:

Matthew Kane (kanemat@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The assembly of a Healthy School's team will ensure the fidelity of implementation. Resources used include but are not limited to: district/school funding and the Alliance for Healthier Generation's Healthy Schools Program Framework.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attend district-supported professional development.
Person Responsible Matthew Kane (kanemat@pcsb.org)

Complete Healthy Schools program assessment.
Person Responsible Matthew Kane (kanemat@pcsb.org)

Develop and implement Healthy Schools action plan.
Person Responsible Matthew Kane (kanemat@pcsb.org)

Update Healthy Schools program assessment and apply for recognition.
Person Responsible Matthew Kane (kanemat@pcsb.org)

#6. Positive Culture and Environment specifically relating to Family and Community Involvement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Achieving a 5-Star status would indicate that family and community partnership have increased at Hollins High School through parent/student/staff/volunteer hours, community events, and business partnerships.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Hollins High School will receive a 5-Star Award given by the Pinellas Education Foundation by May 2021.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Will monitor the logged hours.

Person responsible for monitoring outcome:

Becca Alt (altr@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Increase logged volunteer hours we will significantly increase the number of hours needed to achieve the 5 Star School Award.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By focusing on the number of volunteer hours we will significantly increase the number of hours needed to achieve the 5 Start School Award.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Host family engagement events – Freshman Night, Discovery Fairs, Senior Night, ESOL Family Night, etc.

Person Responsible Becca Alt (altr@pcsb.org)

Provide academic tools to families in support of their students’ achievement at home – Parent Portal, Royals Rising, and Clever.

Person Responsible Becca Alt (altr@pcsb.org)

Purposefully involve families with opportunities for them to advocate for their students.

Person Responsible Becca Alt (altr@pcsb.org)

Intentionally build positive relationships with families and community partners – weekly connect ED messages by principal and parent engagement nights for students.

Person Responsible Becca Alt (altr@pcsb.org)

#7. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current 2022 proficiency level is 37%, as evidenced in our mathematics achievement scores (Algebra 1 and Geometry), we expect our performance level to be 47% by May 2023. We believe the achievement gap is occurring because students lack the foundational skills to master Algebra and Geometry content. Teachers will work collaboratively in PLC's using FSA data to identify students' math skills, strengths/weaknesses, to create lessons that scaffolds and differentiates the support needed for students to make learning gains which will support achievement scores.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students meeting proficiency will exceed the district's proficiency rates by a minimum of 3%. The percent of all students achieving mathematics proficiency will increase from 37% to 47%, as measured by the Algebra 1 and Geometry EOC exams.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring through PLC common assessments, district cycle assessments, data chats, scores on in-class assessments related to new B.E.S.T. standards

Person responsible for monitoring outcome:

Matthew Kane (kanemat@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Enhance staff capacity to identify critical content from the standards in alignment with district resources provided through Professional Development, SharePoint, and Canvas. Strengthen staff ability to engage students in complex tasks and rigor in the classroom. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

The data resources used in selecting these strategies include the math assessment data and the progress monitoring data. After reviewing the data, it was evident teachers need to enhance their ability to utilize district provided resources to incorporate standards-based complex task.

Describe the

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and the administrator over math will engage in professional learning around course standards and tracking student data based on the instructional needs identified through progress monitoring assessments (summative and formative assessments, which include but are not limited to, cycle assessments, course-specific common assessments, and student practice problems)

Person Responsible Matthew Kane (kanemat@pcsb.org)

Teachers will participate in District Professional Development to support standard-based content planning. Most importantly implementing the B.E.S.T standards as they are new for the 2022-23 school year. AVID trainings will also be provided for strategies to further engage students with content.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Teachers will participate in PLCs bi-monthly in order to collaborate on instruction, common assessments, etc. and the pacing calendar will be reviewed regularly in order to ensure that all topics are being addressed.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Algebra tutor position will work with specific subgroups of students who are in need of further academic supports, providing them with one-on-one or small group instruction to further enhance their skill set.

Person Responsible Matthew Kane (kanemat@pcsb.org)

#8. Positive Culture and Environment specifically relating to School Climate/Conditions for Learning

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. The discipline data report shows ‘Skipping Class’ represents one out of every four referrals (25%) of the 984 referrals written during the 2021-22 school year. By leveraging student relationships, engaging students within the classroom, and actively monitoring campus, we can reduce ‘Skipping Class’ referrals by 15% or more by May 2023. Teachers will be encouraged to ensure classrooms are lively, engaging, and motivating in order to discourage students from missing class. They will also utilize restorative practice principals and implement restorative circles to foster positive relationships with students and establish a healthy, thriving classroom culture. Administration and other support staff will support this measure in actively monitoring campus, encouraging students to attend classes, and making parent contact to support this measure.

Measurable Outcome: State the specific measurable outcome the school plans to achieve.

‘Skipping Class’ referrals will only represent 10% of referrals by May 2023 as evidenced by the discipline data report by type in Focus.

This should be a data based, objective outcome.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monthly discipline reports to monitor referral numbers and actions
Restorative discipline measures and parent contact logs via Royal Rising/Focus

Person responsible for monitoring outcome:

Matthew Kane (kanemat@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy

Establishing cooperative learning structures to promote student engagement and positive relationships (utilizing PBIS and Restorative Practices as needed)

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process. With the development of deeper and more meaningful relationships and the active monitoring of campus, students should have a stronger desire to stay in class.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will greet students daily at their doors and monitor their surroundings during transition time, while administration and other support staff actively monitor campus ensuring that students check-in to their classrooms.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Reconfiguring the building daily schedule to meet the needs of our building.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Administration will complete classroom walk-throughs to ensure highly engaging lessons are occurring as well as to promote presence on campus

Person Responsible Robert Florio (florior@pcsb.org)

MTSS and student support services will address attendance anomalies, tracking students down who are not attending classes regularly.

Person Responsible Robert Florio (florior@pcsb.org)

A system of recognition will be established to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied to reflect student interests (based on student input). Royal Reward distribution will be monitored through PBIS team.

Person Responsible Robert Florio (florior@pcsb.org)

#9. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our average daily attendance rate is 87.8%. We expect the average daily attendance rate to be 95% by May 2023. Student attendance struggles for a variety of reasons that can primarily be centered around a lack of engagement to academics or school. Ideally, this problem can be reduced by 7.2% if strong student-teacher relationships are formed and students are rigorously engaged in relevant content.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students attending school will increase from 87.8% to 95% as measured by the average daily attendance rate.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Multi-Tiered Systems of Support (MTSS) team will monitor this weekly and the Child Study Team (CST) will monitor this biweekly.

Person responsible for monitoring outcome:

Donquan Ware (wared@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strategic Scheduling
- Child Study Team
- MTSS, utilizing Royals Rising
- PBIS, utilizing Royal Rewards Dollars
- Restorative Practices (Classroom Climate and Grading)
- Social Emotional Learning
- Teen Court
- Equity in Excellence practices

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Average daily attendance data is broken apart by category to identify students that miss school frequently and determine what the reason is. Those students will be referred to the Child Study Team, who will plan and implement interventions for attendance improvement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Through weekly principal communication, students and families will be reminded regularly and repeatedly about the importance of attending school daily.

Person Responsible

Robert Florio (florior@pcsb.org)

Both MTSS and CST will utilize the Royals Rising platform and MTSS agenda data to track and monitor students who are frequently absent from school.

Person Responsible Robert Florio (florior@pcsb.org)

Student attendance will be encouraged through the use of PBIS and Royal Rewards Dollars.

Person Responsible Matthew Kane (kanemat@pcsb.org)

#10. Positive Culture and Environment specifically relating to Equity and Diversity**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Achievement gaps amid the Black, ELL, and SWD student subgroups are seen on both the FSA ELA and Algebra 1 EOC. These gaps could be lowered by increasing highly engaging strategies that reach a diverse group of learners.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Equitable practices will grow throughout the school through a strong MTSS foundation, whole staff professional development, and developing site-based equity champions. This will be seen by increasing relational capacity between students and staff, empowering students to have increased voice, and maintaining high expectations for all students and staff.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress will be monitored and measured in both the short and long term. Short-term progress will be monitored during classroom walkthroughs utilizing the AVID Equitable and Engaging Culture tool. Fluctuations will be measured by the frequency of practices used and/or the number of teachers regularly implementing strategies. Statewide assessment data will be utilized to assess achievement gaps for long-term progress monitoring. In addition, professional development and teachers in attendance will be recorded.

Person

responsible for monitoring outcome:

Robert Florio (florior@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Equitable grading and restorative practices will be implemented. Furthermore, we will work to grow leadership capacity amongst students and staff in order to advance equity-centered problem solving and voice.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Racial Equity Analysis Protocol (REAP) identified equitable practices, leadership capacity, and voice as areas to focus on.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development will be implemented during regularly scheduled monthly faculty meetings, bi-weekly whole staff PLCs, and on site-based training days. These equity-centered professional developments will cover topics designed to increase staff capacity in equity, such as restorative practices, UDL, AVID strategies, formative assessments, etc.

Person Responsible Alea Frazier (frazierale@pcsb.org)

Administration will conduct weekly classroom walkthroughs to monitor and track the use of highly engaging strategies in classrooms. That data will then be utilized to guide individual discussions as well as whole staff PLCs.

Person Responsible Robert Florio (florior@pcsb.org)

Common planning and after school PLC time will be utilized strategically by staff to hold professional development, data chats, plan together, and reviewing and analyzing assessments and student work. Equity lessons will be shared with the staff to utilize at their discretion.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#11. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Sustaining schoolwide use of AVID strategies from the various elements of WICOR in core content classrooms and elective classrooms to increase student achievement and reduce opportunity gaps and become Sustaining Schoolwide.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Instructional: Through consistent use of AVID strategies, monitored through artifact collection and walk-throughs, including highly engaging strategies that reach a diverse group of learners (70% of teachers 70% of the time), we will reach a 96% graduation rate.

Increase teacher documentation of AVID strategies by 10% in core content classes and elective classes by 20%.

Monthly professional development will be continuing to be provided by the AVID Site team, as well as pre-school professional development and demonstration of strategies (20 and out).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Assessments of student progress; we offer the support, now we will be monitoring usage and effectiveness of the support. We also want to collaborate with departments for schoolwide PSAT/SAT/ACT prep for admission scores.

A monitoring process will be implemented to collect data on college application/ acceptances and scholarship applications/ acceptances.

Person responsible for monitoring outcome:

Jennifer Sinphay (sinphayj@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students will continue to use Canvas and/or E –Agenda as an electronic planning monitoring system to categorize each class and load classroom expectations, assignments, homework, and calendar of events. Freshmen have physical planners available.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To increase Equitable and Engaging instruction and increase student achievement by promoting AVID strategies across all content areas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly time will be set aside (10 minutes) during 3rd and 4h period blocks for students to check their grades in Portal with teacher monitoring. Each student will be able to pull up each course and their expectations, rules and procedures in each class for teacher to direct, coach and counsel on how to proceed to turn in work, make up a test or quiz or get additional tutoring or support from teacher.

Person Responsible

Robert Florio (florior@pcsb.org)

Leadership: We will encourage and monitor use of AVID strategies consistently throughout the year through walk throughs and monthly reports during School Leadership Team meetings.

Person Responsible

Robert Florio (florior@pcsb.org)

Culture: We will be increasing campus college & career events and access to college field trips by fundraising to offset costs to students.

Person Responsible

Robert Florio (florior@pcsb.org)

#12. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to current student data, Students with Disabilities (SWD) have demonstrated that they are lacking the foundational skills to meet proficiency levels on state tested areas including English Language Arts (ELA) and Algebra. It is Hollins High School's expectation for Exceptional Student Education (ESE) inclusion instructors to collaborate with General Education subject area instructors through PLC's, to mirror the content being taught and keep pace with their general education counterparts. This will enable ESE inclusion instructors to provide specially designed instruction to scaffold and differentiate supports for students to make individual learning gains in both ELA and Algebra. ESE and General Education Instructors will be able to collaborate during PLC planning to review accommodations, data and supports to encourage individual student achievement.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with Disabilities (SWD) will increase their proficiency in ELA and Algebra.

- ELA proficiency will increase 10% from 19% (2022) to 29%.
- Algebra proficiency will increase 10% from 27% (2022) to 37%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through Professional Learning Communities (PLC) collaboration, common planning periods, and comparable assessment data.

Person responsible for monitoring outcome:

Matthew Kane (kanemat@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

- Implement a process for placing students requiring ESE services in master schedules to ensure they have optimal supports.
- Plan intentionally for specially designed instruction to address IEP goals and grade level standards.
- Provide appropriate supports in the classrooms to ensure students are meeting standards making gains.
- Students will work toward mastery of meaningful IEP goals obtaining foundational skills they need to engage in rigorous, grade level content in the Least Restrictive Environment.
- Strategies to increase ESE student's ability to work independently.
- Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule in order to adjust accommodations and interventions accordingly.

Rationale for Evidence-

Students when offered the support and scaffolding required to understand the content will be more engaged in their learning and as a result, learning gains will increase as

based
Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

their skill levels increase.
 Using PLC data chats we will enable early identification of students in need, and plan for the differentiation and support of those students. We will use Adoptive Progress Monitoring to determine ESE students who are making sufficient gains and adjust their support accordingly.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and/or ESE Service Providers will provide differentiated, individual/small group instruction aligned to areas of need identified in each student's IEP to allow them to fully engage with same age peers and make progress towards grade level standards.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Strategically created schedule that provides time for collaboration and planning time between ESE and General Education teachers to facilitate integration of specially designed instruction into core content classes, provide opportunities for scaffolding and differentiation, and monitor student progress towards IEP goals and mastery of general education standards.

Person Responsible Matthew Kane (kanemat@pcsb.org)

ESE teachers will work collaboratively with General Education teachers during common planning and twice monthly PLCs to implement evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Strengthen student's abilities to work independently by embedding meta-cognitive strategies into content-based (ELA/Math) instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible Matthew Kane (kanemat@pcsb.org)

Teachers meet weekly during common planning and twice monthly during after school PLCs to discuss student data/goals and to engage in PD that best supports SWD by differentiating rigorous standards-based instruction (Executive Functioning, Restorative Practices, and Support Facilitation).

Person Responsible Matthew Kane (kanemat@pcsb.org)

#13. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 59.3% of our students graduate with career college readiness credentials (industry certifications, dual enrollment, and/or AICE/ AP credit). We expect our performance level to be 70% by May of 2023. The problem is occurring because not all seniors are graduating career and college ready. If clear processes for monitoring and scheduling students are established and followed, the increase in student acceleration and certification will increase by 10%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of 12th grade students graduating with a college or career readiness credential will increase from 62% to 70% as measured by course completion and industry certification data

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Career and College Readiness will be monitoring Acceleration Reports monthly. Each Counselor will meet with each student at the end of each quarter for follow up conversation and guidance on next steps

Person responsible for monitoring outcome:

Candice Metcalf (metcalfca@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Ensure school has systems of support for meeting state graduation standards to meet the personalized needs of ALL students. Ensure school has robust systems of support so all students can complete at least one college and career readiness measure by end of senior year.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Weekly PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used AICE/AP/ industry certification test, and DE course completions to identify student in need of a career and college readiness component.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

APC will build a master schedule with college and career readiness for all students as a primary focus.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Course request sheets will highlight college and career readiness as a subject students must take. Ensure students on the cohort report are scheduled to sit for PERT or register for SPC ID if they qualify for DE. Use the AP potential report to ensure grades 9-11 are registered for a course they have potential for success in for the 23-24 school year.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Counselors will ensure that each student's grades 9-12 have either an AP/AICE/DE or business certification class on their scheduled.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Teachers of college and career-readiness courses will the utilize AVID strategies, Focused Note Taking and Collaborative Structures with Inquiry, to increase student rigor, engagement, and achievement.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#14. ESSA Subgroup specifically relating to Black/African-American**Area of Focus**

Description and Rationale: Our overall student ELA achievement is 37%, compared to 19% for Black students. We expect the ELA achievement for Black students to be equal to that of overall school ELA achievement by May 2023. The gap is occurring because of the inconsistent implementation of effective evidence based strategies and best practices. Teachers need to design specific lessons around universal design for learning to increase student exposure to various learning modalities to reach students where they are. If all teachers were to consistently implement evidenced based, effective, strategies and best practices while building lessons around universal design for learning the problem would be reduced by 18%.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

We will reduce the ELA achievement gap between all students and Black students from 18% to 0%, as measured by the FSA ELA.

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

Disaggregated data will be reviewed and shared with whole group faculty – where best practices will be shared to support differentiation and scaffolding for all students. Information and best practices will be discussed and implemented through PLCs to support individual student to achievement. Administrators will be responsible for each content area PLC to monitor for implementation with fidelity.

Person**responsible****for****monitoring****outcome:**

Robert Florio (florior@pcsb.org)

Evidence-**based****Strategy:****Describe the****evidence-****based****strategy****being****implemented****for this Area****of Focus.**

Universal Design for Learning, highly engaging strategies, Social Emotional Learning Standards-based instruction, student collaboration and accountable talk. PBIS – Royal Reward Dollars- School-wide instructional strategies -MTSS - Royals Rising management system, cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of equitably diverse references in lesson plans. Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to determine our Black students are not making sufficient gains.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Beginning with the first day of school, each period teachers will greet students at the door by their name as they enter the class. Leadership will conduct walkthroughs to ensure that implementation/ greeting is occurring with consistency.

Person Responsible Robert Florio (florior@pcsb.org)

A system of recognition will be established and maintained to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied to reflect student interests (based on student input).

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable

Grades 3-5: Measureable Outcome(s)

Not applicable

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Not applicable

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Positive collaboration and relationships between school, family, and the community are critical to the school's success. Hollins High School plans to continue to build stronger relationships with families and community members by frequently communicating via phone calls, emails, monthly newsletters, flyers, advisory boards, and the school website. Parents and community members are welcome to visit our campus and are a vital part of our learning community. HHS offers several opportunities for parental involvement such as Freshman Orientation, Back to School Night, parent/teacher conferences, monthly PTSA and SAC meetings, school performances, athletic and club activities. This year community members will be invited to participate in a variety of activities that will highlight a variety of methods that Hollins HS works to prepare students for college and career. Through the implementation of Restorative Practice, parents are invited to the campus to participate in the circles. Parents are also encouraged to serve as volunteers in numerous capacities. Lastly, parent input is solicited for school-based decisions through surveys, emails, phone calls, and face-to-face visits.

Hollins HS ensures our students social-emotional needs are being met through our school social worker, psychologist, MTSS teacher(s), the Interact Club, which nurtures a culture of kindness, mentors, and our partnership with Johns Hopkin Hospital (food pantry), to name a few. We also utilize and make recommendations to our families of available outside resources and community programs. All students and teachers participate in mental health lessons and are provided resources and support for their additional needs.

Hollins HS supports incoming and outgoing cohorts of students by aligning expectations in the classroom, department, and school level. The Royal Rules are used as a framework for each teacher to create rules and expectations for their classrooms, as well as school-wide expectations that extend beyond the classroom. When students demonstrate or meet the expectation, they are rewarded in a variety of ways, including token (Royal Rewards). All teachers are monitored within their department for alignment to the Royal Rules and administration monitors alignment to the Royal Rules at the school level.

For incoming students, we host school fairs to share academic information with families. Coaches, club sponsors, and other extracurricular representatives are also present at the fairs to introduce families to the extracurricular opportunities on our campus. Administrators, school counselors, teachers, and the MTSS team do periodic checks on a consistent basis of student grades and attendance to ensure we are providing them with the resources they may need.

Hollins HS conducts grade level seminars and hosts College and Career Fairs, where we invite local colleges and the Armed Forces through our guidance department. Our school

website includes pertinent information on college and career readiness and school counselors meet with students regularly regarding credit checks and future plans. Lastly, our Career Academies prepare students with skills and knowledge that supports them for careers and college.

Identify the stakeholders and their role in promoting a positive school culture and environment.

School staff will host family engagement events such as Freshmen Night, Discovery Fairs, Senior Night, ESOL Family Night, etc. They will provide information and training on academic tools to families in support of their students' achievement at home such as Parent Portal, Royals Rising, Clever, and Canvas. Hollins staff will purposefully involve families with opportunities for them to advocate for their students. All staff will intentionally build positive relationships with students, families, and community partners.

Students promote a positive environment by involving themselves in a variety of clubs that help their peers feel welcomed and heard on the school campus such as the Interact club. All students will have an opportunity to participate in demonstrating PBIS expectations and building relationships with other peers and adults on campus. Students will have an opportunity to work with peers and staff using restorative practices to ensure all students feel welcomed and safe on the school campus. Additionally, students will be encouraged to participate in both the SAC and PTSA.

Parents are encouraged to participate in several ways, both on and off the campus. All parents are invited to participate in the SAC and PTSA or volunteer to assist with school functions. Parents help to promote a positive environment by supporting our school goals, policies, procedures and initiatives and encouraging their students to do the same.

Community members promote a positive school environment by actively collaborating with the school to provide opportunities for students to build relationships with their community. Many community members serve as mentors for our students and provide opportunities for students to volunteer their time and learn skills that are beneficial for both college and career. Local community businesses offer community based vocational instruction opportunities (Publix and Old Time Pottery). These partnerships provide a means for students to build outside connections to their community.