

School Improvement Plan

2015-2016

Dixie Hollins High

Michael A. Grego, Ed.D.
Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 6: Career and Technical Education (CTE)

Area 7: Social Studies

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Dixie Hollins High	Principal's First Name Robert	Principal's Last Name Florio
School Advisory Council Chair's First Name Tom	School Advisory Council Chair's Last Name Lynd	

SCHOOL VISION - What is your school's vision statement?

To develop leaders driven by a desire to be the best, in a culture of care, concern commitment and communication

SCHOOL MISSION - What is your school's mission statement?

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

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. Teachers are encouraged and expected to build strong classroom cultures of care and concern for the student so that the student can feel comfortable to be themselves, ask questions and seek the help needed to reach their potential and be self actualized. 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 school wide 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

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Tom	Lynd	Business Community Member
Carter	Waterkeyn	Teacher
Midge	Silk	Parent
Catherine	Briggs	Education Support Employee
Robert	Florio	Principal
Paula	Roberts	Education Support Employee
Theresa	Ruffin	Parent
Bob	Robertson	Parent
Efrem	Sanchez	Parent
Brenda	Vlach	Teacher
Alicia	Webb	Student

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

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

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 to improve campus security and beautification. \$1000 dollars was spent on additional security and surveillance cameras to cover areas in the western part of campus previously uncovered and the student parking lot by the gym. An additional \$1000 was spent on improving the interior courtyard appearance to enhance attracting quality students to our Academy programs. \$1000 was spent on purchasing upgraded software for our Business Education program to enhance certification process'

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the 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. The principal and Mr. Lynd met two times over the summer to discuss the allocation of funds and their focus and purpose. Principal also met with SAC members Mr. Effrom and Ms. Ruffin to discuss school needs and allocation of funds to best serve the school and its students.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will meet routinely every Second Tuesday of the month. The organization is seeking expansion of school community looking to increase student and community involvement. SAC's focus and purpose will be to improve the school by providing support and funding aligned to increase school's goals of improving graduation rates, and increased proficiency in all grade levels in End of Course Assessments and FSA assessments

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The SIP process requires the submission of an application, the review by the team of the application to ensure that is in alignment with the school mission and vision and the funding of the plan through the internal purchase order process. Each project is evaluated by the team and funded on an individual basis

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

N/A

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Robert	Last Name Florio	Email Address florior@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 1
Certifications (if applicable) Social Science 6-12, School Principal All Levels			

ASSISTANT PRINCIPAL #1

First Name Lisa	Last Name Sinatra	Email Address Sinatral@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 6	# of Years at Current School 14
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name Eric	Last Name Zebley	Email Address zebleye@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 14	# of Years at Current School 12
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name Mary	Last Name Taylor	Email Address Talyorm@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5.5	# of Years at Current School 6
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name Luke	Last Name Kademoff	Email Address kademoffl@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 2	# of Years at Current School 3
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 105

% receiving effective rating or higher: 96

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 15.3

% reading endorsed: 10.9

% with advanced degrees: 32.1

% National Board Certified: 1.5

% first-year teachers: 1.5

% with 1-5 years of experience: 24/8

% with 6-14 years of experience: 38.0

% with 15 or more years of experience: 35.8

PARAPROFESSIONALS

of paraprofessionals: 10

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

When teaching vacancies occur the principal communicates the opening, secures quality candidates for interviews, interviews the candidates with a panel of staff members, and recommends the best candidate to our human resources department. The principal then monitors the new staff to ensure they are meeting the goals set by the SIP/District and if there needs to be a mentor assigned to the

staff. He also advises his leadership team when necessary if the new staff needs additional support.

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

Our school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction includes utilizing Marzano's strategies to continue to build on sound pedagogy, using peer to peer observation, professional development, as well as cultivating positive workplace environment and recognition of staff and student successes. In addition, our school utilizes PLCs in our core academic subjects to promote common planning, construction of learning goals and scales and to ensure pacing fidelity. A school wide electronic walk-through form has been developed to increase the collection of data while promoting dialogue between teachers and administrators on best practices and improving instruction

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Each department within our school has a designated lead teacher who connects new teachers to our school to a mentor to assist in communication and connection to resources. New teachers transitioning to teaching are assigned monthly trainings and a mentor through our district office. Each teacher meets monthly with the principal to discuss teaching, school climate and ascertain what if any assistance the teacher needs.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Our school MTSS team meets every Monday before our school Leadership Team meeting to discuss monitoring our students progress in particular our at risk students defined by having below a 2.0 GPA, more than 10 absences and more than 10 referrals in one year. Data on each student in those categories is analyzed and with a member of the MTSS team being responsible for monitoring the services the student needs is receiving with a specific time horizon to follow up and ensure the student is improving. A program called Connecting Students to Resources (CPR) is being implemented to target at risk incoming 9th graders. Students will meet with principal, teacher volunteers and mentors from the community to assist in student development and growth by connecting them to another caring adult. Students will be equipped skills in motivation, organizing, goal setting and time management to keep them on track to graduate. Mentors from Check and Connect will be utilized as well to pair up with students as mentors. High achieving students in our Cambridge Academy and from our National Honor Society will be utilized as peer mentors and assigned to individual students to assist with academic counseling and organization. Regular topics to be discussed weekly in our MTSS meetings:

- Discipline and interventions
- Student academics and teacher grade distribution
- Benchmarks of quality
- Grad Point and ELP progress monitoring
- Grade level at-risk student progress monitoring
- ACT/SAT assessment registration
- Absences and tardiness

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Robert	Florio	Principal
Mary	Taylor	Assistant Principal
Lisa	Sinatra	Assistant Principal
Luke	Kademoff	Assistant Principal

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Eric	Zebley	Assistant Principal
Cynthia	Mucerino	VE Specialist
Marissa	Kessler	School Psychologist
Maggie	Clark	Social Worker
Janice	Commegys	Teen Parent Counselor
Cynthia	Burnett	Guidance Counselor
David	Singer	Guidance Counselor
Linda	Figliozi	Guidance Counselor
Susan	Stone	Guidance Counselor

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Our team meets weekly to discuss attendance, behavior and grades of students in need of assistance or intervention.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

We utilize the following data sources: DecisionEd data warehouse, FOCUS SIS, Performance Matters, SRI, and our internal BCHS database.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff is made aware and updated through their subject area PLCs and department meetings. Data collected and interventions in place are kept in a database that is made available and disseminated to staff for their edification. Teachers are encouraged to share their ideas, interventions and strategies during these meetings and to identify students who may need to be in the MTSS processes.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Our school ensures its core instructional programs and materials are aligned to Florida Standards by using standards driven assessments and data driven instruction. We focus on curriculum that has been developed in concert with the Florida Standards and is aligned with the vision, mission, and school goals. We use instructional materials that are focused on higher order thinking skills, critical analysis, and metacognitive strategies. In addition, in order to prepare students for the performance based assessments, we use a variety of informal and formal assessment tools across the curriculum. Students can be expected to learn through explicit instruction, modeling, collaborative structures, and individual assignments including rubrics, writing prompts, multiple choice assessments, and technology based intervention strategies.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Our school uses data to provide and differentiate instruction to meet the diverse needs of students by first reviewing the student assessment data and trends and appropriating the necessary curriculum to meet those needs. We offer an Extended Learning Program (ELP), select Saturday tutoring, Summer Bridge, ACT Boot camp, SAT Prep, Credit Recovery, Algebra EOC Boot camp, as well as offering math and reading courses to supplement and differentiate instruction. For our ESE/ELL population we offer classroom assistants within the general education classroom, we offer support facilitation, and case managers interact with students on a weekly basis by visiting classrooms, progress reports, and one on one mentoring with feedback. When necessary we use mentors, the guidance counselors, social worker, school psychologist, behavior specialist, as well as our MTSS personnel to support our students and aid in their goals for success.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Extended School Day

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

- To increase student seat time and allow for purposeful differentiation of instruction
That more time on task will increase performance and proficiency

Provide a description of the strategy below.

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.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through cycle assessments like Performance Matters, Data Warehouse, and Portal and monitored by leadership and MTSS teams to ensure fidelity

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Leadership Team, MTSS Team and Child Study Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Extended Learning Plan

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Some students take longer than others to master a concept. By offering extra time for students to master concept it increases their level of mastery, builds confidence and keeps students on track to graduate

Provide a description of the strategy below.

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 be required to attend this after school program

How is data collected and analyzed to determine the effectiveness of this strategy?

Course credit data and proficiency data on state assessments

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Robert Florio, Principal - florio@pcsb.org

INSTRUCTIONAL STRATEGY #3

Strategy Type

Summer Bridge

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

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.

Provide a description of the strategy below.

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.

How is data collected and analyzed to determine the effectiveness of this strategy?

Credit recovery data and fall EOC data

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Robert Florio, principal - florio@pcsb.org

INSTRUCTIONAL STRATEGY #4

Strategy Type

Grad Point Credit Recovery

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To increase the amount of hours and days that students can be in credit recovery increasing their opportunity to get on track and graduate

Provide a description of the strategy below.

School will utilize on site Night School for after school Grad Point credit recovery. The program will increase the amount of days for students to utilize Grad Point from two to four and the hours from 2:15 to 5 pm to 2:15 to 8 pm. This wi

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through Grad Point, Focus collected and disseminated by Night School staff to leadership and guidance team at our school

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Lisa Sinatra - Assistant Principal of Curriculum

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming freshman are part of our Connecting Pupils to Resources to help monitor their grades, attendance and behavior. 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 support college and career awareness

The school has set an expectations 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

Describe how the school integrates vocational and technical education 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 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.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Robert	Florio	Principal	florior@pcsb.org
Lisa	Sinatra	Assistant Principal	SinatraL@pcsb.org
Janice	Hurley	Literacy Coach	hurleyj@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT at Dixie Hollins High School ensures that students are actively reading and writing across the curriculum. Professional Development on site includes strategies to increase reading and writing by implementing readings connected to the specific subject area to connect to students lives, careers and relationships. WICOR and commiserate strategies are taught in professional development trainings on site, weekly PLCs and through department meetings.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Support for text complexity
 Support for instructional skills to improve reading comprehension
 Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects
 Scaffolded Research Project differentiated by grade level
 inclusion of best practice WICOR strategies in all classrooms
 Quarterly strategy walk professional developmt

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)****Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	60	65

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	35	40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	60	65

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41	45	50

LEARNING GAINS

Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	6	10

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	7	10

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	57	65

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53	60	65

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	52	67	70
Black/African American	29	28	35
Hispanic	35	48	55
Asian	44	48	55
American Indian			
English Language Learners (ELLs)	3	2	5
Students with Disabilities (SWDs)	28	29	30
Economically Disadvantaged	34	36	40

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	36	40

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

Reading goal is to show a 6% increase in overall reading proficiency percentages.

Provide possible data sources to measure your reading goal.

FSA, SRI, Performance Matters, DecisionEd, FOCUS, and internal database.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase reading across the curriculum, aligned to Florida Standards.	incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
WICOR emphasis and professional development during PLCs, Department Meetings and site based professional development	Use WICOR strategies across the curriculum in all subject areas
Action 3	Plan to Implement Action 3
Literacy Programs throughout the year	Poetry Jams that will feature student created art work- increase student participation in journalism, year book and journalism
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Recruit, Train, Monitor and assess staff to implement extended learning programs for student benefit.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53	60	65

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	64	70

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

Our school writing goal is to increase writing abilities as measured by the FSA ELA to 45% across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports.

Provide possible data sources to measure your writing goal.

PMRN, FSA, DecisionEd, FOCUS, internal database, PERT, SAT, and ACT scores.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional Strategies to increase writing across the curriculum, aligned to Florida Standards.	include Text based questioning and document based questioning in subject area PLC's and attend Core Connections professional development.
Action 2	Plan to Implement Action 2
Encourage writing in advanced and remedial courses.	include ELA supports for the writing courses, AP courses, and Dual Enrollment courses.
Action 3	Plan to Implement Action 3
To ensure every student who graduates from Dixie Hollins High School is equipped with effective writing and research skills, each grade level will be required to complete a research paper.	The Research Paper criteria is scaffolded across all course levels and will be implemented through all English teachers. This project will utilize AVID strategies in order to support student proficiency and will count towards students' quarter grades.
Action 4	Plan to Implement Action 4

We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support English and Language arts courses as well as AP, ACT, SAT, and PERT writing assessments.
---	--

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section C **Area 3: Mathematics**
FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
48	50	60

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40	40	45

LEARNING GAINS **Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	0	10

ANNUAL MEASURABLE OBJECTIVES (AMOs) **Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	57	61	65
Black/African American	35	36	45
Hispanic	46	48	55
Asian	76	79	85
American Indian			
English Language Learners (ELLs)	38	39	45
Students with Disabilities (SWDs)	34	36	45
Economically Disadvantaged	44	48	55

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68	71	70

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	23	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	12	20

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	29	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	13	

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Our Algebra EOC goal is to increase the tested students (students who have not yet passed the algebra EOC) to 35% during both the fall and spring EOC assessments. For the Geometry EOC our goal is to increase pass rate to 54%. Our school math goals are to increase mathematics abilities across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, and encouraging math supports for all curriculum.

Provide possible data sources to measure your mathematics goal.

EOC, DecisionEd, FOCUS, Performance Matters, internal databases, PERT, SAT, and ACT scores. Carnegie Mathematics will also be used in all algebra classes.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase mathematics across the curriculum.	Incorporate document based questioning, WICOR/AVID strategies, data analysis, and text dependent mathematics lessons across the curriculum. Carnegie math program will also be used.
Action 2	Plan to Implement Action 2
We will offer double block math classes for all students who have not passed the Algebra EOC.	Students who have not received an Algebra credit will be enrolled in double blocks (full year) of Algebra 1A for the first semester along with Algebra 1B the second semester. Students who already earned an Algebra credit but have not passed the Algebra EOC will be enrolled in an Algebra remediation course until proficiency is evident.
Action 3	Plan to Implement Action 3
Utilize Carnegie Math program in order to progress monitor, reteach, and differentiate math instruction.	All Algebra 1 teachers will regularly utilize Carnegie Math on an ongoing basis and Liberal Arts Math 1 students will utilize Think Through Math.
Action 4	Plan to Implement Action 4

We will offer extended learning programs in order to tutor students and offer course remediation.	Include ELP resources for students to support Mathematics courses, informal and formal assessments as well as AP, ACT, EOC, SAT, and PERT assessments. We will utilize Gradpoint for course remediation purposes.
---	---

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65	67	70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	33	

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56	56	60

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40	45	50

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL **Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

Our Biology EOC goal is to increase the pass rate to 59% for the EOC. Our school science goal is to increase science abilities across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, use of science labs, and encouraging science supports for all curriculum

Provide possible data sources to measure your science goal.

EOC, DecisionEd, FOCUS, internal databases, progress reports, report cards, MTSS and Leadership feedback, mentor data, PERT, SAT, AP, and ACT scores.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase science capacity across the curriculum.	Incorporate document based questioning and text dependent lessons across the curriculum.
Action 2	Plan to Implement Action 2
Provide added instruction and remediation in EOC focus areas.	Use Cycle Assessment Data to identify and encourage students to participate in after school ELP for Science EOC exam courses.
Action 3	Plan to Implement Action 3

Implement backwards mapping in order to align course pacing guides to our school calendar.	Work will be completed and revisited in our Science PLCs along with guidance from our Science Coaches.
Action 4	Plan to Implement Action 4
We will offer extended learning programs to students needing or desiring remediation.	Include ELP resources for students to support science courses, informal and formal assessments as well as AP, ACT, EOC, SAT, PERT, and the ASVAB assessments.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in Accelerated
STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams
for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement
Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry
Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)
------------------	--

What is your school's STEM goal? Provide a description of the goal below.

To implement a STEM program after school two days a week utilizing project based learning. To utilize our new Machining Academy to assist with implementation of STEM curriculum. To increase STEM curriculum in math, science and career technical classes

--

Provide possible data sources to measure your STEM goal.

Industry certification completions

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase STEM capacity across the curriculum.	incorporate document based questioning and text dependent lessons across the curriculum
Action 2	Plan to Implement Action 2
Make STEM opportunities available afterschool	To increase the amount of Science, Math and Business teachers available after school to run STEM Club
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section F **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	29	35

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18	20	25

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
15	20

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22	20	25

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
78	80

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	9	

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL **Area 6: Career and Technical Education (CTE)**

What is your school's CTE goal? Provide a description of the goal below.

Our school goal is to increase CTE abilities across the Business Technology curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to enhance the curriculum of each class using data based decision making, data analysis in class, including students in their own data analysis, and encouraging CTE supports for all curriculum.

Provide possible data sources to measure your CTE goal.

Business and Technology enrollments and industry certifications

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities will develop instructional strategies to increase CTE capacity across the curriculum.	Incorporate strategies that recruit, attract and retain students in the program to earn industry certifications
Action 2	Plan to Implement Action 2
Continue to grow enrollments in business classes that are eligible for industry certifications	Monitor enrollment and students earning industry certifications through advanced reports
Action 3	Plan to Implement Action 3
Increase enrollment into our Entertainment and Arts Academy, Culinary Arts Academy and Business and Technical Classes	Add entrepreneurship class to increase broader appeal of Career Technical Education to overall student body
Action 4	Plan to Implement Action 4
Use extended learning program to increase time for remediation	Include resources in ELP that will assist students in their endeavor to receive and acquire industry certifications

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55	56	60

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	33	35

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

Our US History EOC goal is to increase the EOC pass rate to 80 %. World history teachers will attend training to increase literacy competency and promote reading and writing for 10th grades. Our school goal is to increase social science abilities across the curriculum through an increase of rigor in the classroom and the development of additional extracurricular supports. Our goal is to connect reading and writing to the content and to students lives, careers and personal relationships. We will increase our emphasis on real world experiences through field trips to museums, local history institutions and guest speakers from local colleges and universities

Provide possible data sources to measure your social studies goal.

EOC, SRI, Performance Matters, DecisionEd, FOCUS, internal databases, PERT, SAT, ACT scores, club rosters, field trip rosters

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Utilize Professional Learning Communities to develop goals and scales tied to standards with specific pacing guidelines	Increase reading and writing in content area utilizing WICOR and Literacy Rich strategies like regular use of DBQs
Action 2	Plan to Implement Action 2
Social Studies teachers will collaborate to increase reading and writing in their curriculum	Writing and essays will be discussed and created in content areas and analyzed for their proficiency
Action 3	Plan to Implement Action 3
Use curriculum mapping using current standards and pacing guides	In content area Professional Learning Communities and through department meetings teachers will ensure that standards are being taught on time and with chronological accuracy
Action 4	Plan to Implement Action 4
Extended Learning opportunities and tutoring will be offered to increase skills, remediate and tutor	include ELP resources for students to support Social Studies courses, utilize GradPoint for course recovery, and utilize informal and formal assessments as well as AP, ACT, EOC, SAT, and PER

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section H****Area 8: Early Warning Systems****ATTENDANCE**

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	9.6	10	5
Grade 10	6	8	5
Grade 11	8	9	5
Grade 12	9	12	5

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	91	90	95
Grade 10	88	89	95
Grade 11	87	88	95
Grade 12	86	85	95

SUSPENSIONS**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	10.4	8	5
Grade 10	14.5	7.9	5
Grade 11	17	5.7	5
Grade 12	1.2	1.5	1

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	8	6	5
Grade 10	10	7	5
Grade 11	8	5	3
Grade 12	1	1	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5	6	5
Grade 10	3	4	3
Grade 11	2.6	3	2
Grade 12	0.3	0.5	0.3

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	22	18	15
Grade 10	20	10.5	8
Grade 11	10	11	8
Grade 12	0.2	0.2	0.1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	18	14.5	10
Grade 10	12	13	10
Grade 11	9	7	5
Grade 12	1.5	1.5	1

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	12	10	5
Grade 10	8	10	5
Grade 11	4	5	3
Grade 12	0.5	0.5	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0.3	0
Grade 10	0	0.4	0
Grade 11	0.3	0.1	0
Grade 12	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	
Grade 10	N/A	N/A	
Grade 11	N/A	2	
Grade 12	N/A	N/A	

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	4	3.7	
Grade 10	3	3.1	
Grade 11	4.5	3.7	
Grade 12	2.5	2.1	

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5	25	20
Grade 10	4.5	26	20
Grade 11	4	25	20
Grade 12	3.6	14	10

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	12	14	10
Grade 10	10	19	10
Grade 11	10	15	5
Grade 12	5	13	5

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	12	8

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	7.2	12	10
Grade 10	11	18	10
Grade 11	6	23	10
Grade 12	5	14	10

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).

Our school will utilize regular MTSS meetings and analyze reoccurring data trends in regards to students per grade levels attendance, academic performance and discipline referrals. Students will be tracked via a spreadsheet database to ensure they are getting the correct tier interventions. The specific intervention, time, date and outcome will be recorded for analysis and outcome. Individual MTSS team members will be given specific students to attach services to, including community mentors, student mentors, counseling, parent conferences and community resource connections

Our school will continue to use Check and Connect to assist our at risk population by aligning them with a mentor for counseling and assistance. Connecting Pupils to Resources will be used to target at risk 9th grade population and connect them to mentors and provide counseling, life coaching and a community environment emphasizing developing study skills, grit and organization skills needed to be successful in high school and graduate.

DROPOUT PREVENTION**Area 8: Early Warning Systems**

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1.9	1.7	1

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77	78	80

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1.3	0.8

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77	78	80

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	76	80

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target
------------	---------------

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Achieve higher graduation rates by individually progress monitoring at-risk African American Students throughout their four years of high school. The at-risk students are continuously identified through our MTSS team, and MTSS members are assigned to individual students for immediate follow-up for action steps to address the at-risk factor (i.e. attendance, assessment proficiency, discipline referrals, and/or punctuality).		73	80
Use Child Study Team and MTSS to monitor attendance, grades and discipline referrals and use information to target students who need support			
Use peer mentoring by utilizing high achieving Cambridge Students and National Honor Society students to build relationships and assist in academic achievment			

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Parental involvement are offered through New Student Orientation and Open House meetings. Regular PTSA and SAC meetings are offered monthly for students, parents, staff and community involvement.
 On average our monthly meetings average about 25 people.
 Our goal is to increase our teacher PTSA involvement to 100% and increase our overall PTSA attendance by 10% first semester and 25% by the end of the 2015-16 school year

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Principal utilized weekly Connect Ed phone and email message to Dixie Hollins families sharing information about the school events for the past week and what is upcoming for the week.
 Monthly newsletter is made available electronically and in print for parents, students and staff to be kept abreast of all that is going on at our school including academics, athletics, testing and other pertinent information. Our website is updated daily and has links to important school documents on policy, links to join and get involved in SAC and PTSA and information about our Academies with links to the district

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our school has developed a partnership with our neighborhood town Kenneth City. The principal attends monthly town council meetings in Kenneth City. The Town Commissioner of Kenneth City provides information on the town and what activities and resources are available in the town. Principal attends local Rotary Club meetings to learn and share information about the community and school.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III PROFESSIONAL DEVELOPMENT

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

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	Offer on site opportunities for teachers to engage in Marzano training on goals and scales
Topic, Focus, and Content	Marzano Goals and Scales - how to unpack standards and create goals and scales tailored to specific content area
Facilitator or Leader	Dr. J. Hurley, Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once per grading period
Strategies for Follow-Up and Monitoring	Staff survey to determine effectiveness of training. Feedback in PLC and department head meetings
Person Responsible for Monitoring	Principal

PART IV COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Extended learning supplemental academic instruction funds will be used to maintain after school, summer, and remediation opportunities for all students.

MEETING STUDENT NEEDS - 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.

Dixie Hollins High School identifies and aligns resources, personnel, instructional resources to assist students in reaching desired outcomes of high student achievement. Our Extended Learning Programs offer enrichment, the opportunity to learn more or dive deeper into a subject area. It also affords the opportunity with differentiation, remediation and tutoring opportunities. By utilizing our Adult School for after school Grad Point, we have freed up additional resources to extend tutoring and enrichment opportunities for more students in all subject areas. Our school is participating in a ACT pilot program targeting all seniors and certain juniors to assist in reaching a concordant score in English Language Arts to boost our graduation rates. Summer Bridge is utilized to increase enrichment and improve FSA and EOC test proficiency as well as provide additional credit recovery opportunities.

When needed, students have access to the MTSS process, guidance counselors, school psychologist and social worker for any specific need or barrier they might have to achievement.

Our school ensures its core instructional programs and materials are aligned to Florida Standards by using standards driven assessments and data driven instruction. We focus on curriculum that has been developed in concert with the Florida Standards and is aligned with the vision, mission, and school goals. We use instructional materials that promote higher order thinking skills, and critical analysis,. In addition, in order to prepare students for the performance based assessments, we use a variety of informal and formal assessment tools across the curriculum. Students can be expected to learn through explicit instruction, modeling, collaborative structures, and individual assignments including rubrics, writing prompts, multiple choice assessments, and technology based intervention strategies.

PART V

BUDGET

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	To increase overall graduation rate to 85%. To increase our Algebra proficiency scores to 75 % and to utilize and implement Marzano goals and scales by all instructional staff in all classes
Actions/Plans	Utilize professional development opportunities during District Wide Training days to increase staff proficiency and understanding on Marzano Goals and Scales to increase student mastery and proficiency for each benchmark stand in specific subject areas. To double block level 1 incoming 9th graders in Algebra A and B to increase seat time and enable teachers to differentiate and remediate. Students will not be tested on EOC until they are ready. Utilize CPR - Connecting Pupils to Resources to target at risk 9th graders to increase their chance of academic and social success and increase graduation cohort rate. On campus Adult Education will handle after school Grad Point credit recovery by extending hours and time to increase the amount of students who can regain credits and graduate on time.

Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development on Marzano goals and scales, AVID strategies, using interactive notebooks to track and record progress monitoring
Description of Resources	Dixie Hollins High School will use 2015-16 school improvement budget to provide additional supplemental educational learning opportunities for all students. The School Advisory Council will review and utilize funds to improve instruction and student achievement for all students
Funding Source	Pinellas County School Board Budget was \$12,000 last year
Amount Needed	

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

