

# School Improvement Plan 2015-2016

Dunedin High

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Superintendent



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2015-2016

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Dunedin High	Principal's First Name Kyle	Principal's Last Name Johnson
School Advisory Council Chair's First Name Michael	School Advisory Council Chair's Last Name Bowman	

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

Dunedin High School envisions a curriculum that offers students choices which enable them to be immediately prepared for the post secondary environment and a global community.

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

The Mission of Dunedin High School is to prepare students for post-secondary opportunities while assisting students to develop integrity, respect, and social responsibility.

## SCHOOL ENVIRONMENT

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

Dunedin High School and its staff work on building relationships between staff and students, while learning about various student cultures through PMAC, a strong Character Education Program, a focused Back-to-School Night, College Awareness Night, Discovery Night, and academic parent night. At Dunedin High School, it is important to staff members to build positive relationships with students through offering enrichment programs, tutoring and team building activities, teachers meet on a weekly basis, sometimes daily, to connect with students to offer support both educationally and emotionally. Volunteers and mentors work with students to extend those relationships to build trust and mutual respect.

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

Dunedin High School creates and maintains a safe environment through the visibility of its administrative team, campus monitors, SROs, faculty, and staff. During the change of classes all staff members are present at their designated posts and are able to monitor specific areas of the campus to ensure the safety and well-being of their students. After school, all students who remain on campus are involved in an adult-supervised activity or activities. Dunedin High School has an active SADD (Students Against Destructive Decisions) club. Lastly, students are aware of open-door policies among all guidance counselors, support staff, administrators, and SROs.

Students are introduced to DHS through the use of grade-level assemblies at the start of each semester.

Expectations are explained and outlined- regarding behavior and academics. Students are introduced to the administrative team, including the school counselors and showing that they have support and a place to feel safe. It is stressed to students and parents that there is a Code of Conduct in place district wide and students may report any issues that may arise to a trusted adult. We empower the students to report bullying/harassment issues with the online reporting system or to report it to an administration or teacher.

Various activities have been set up to engage students including activities before and after school such as the JROTC, drama club, 5000 Role Models Club, academic team, art and Spanish clubs, etc. Mentors and other volunteers come in during school and offer tutoring and other support to students

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.

Dunedin High School has a school-wide behavior system in place. All classrooms post the current Behavior Intervention Plan, which is consistently followed by all staff. Dunedin High School also maintains strong policies regarding electronic devices and tardiness. These

combined efforts have led to the creation of a climate in which instructional time in the classroom is given the highest priority.

DHS has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator.

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.

Dunedin High School ensures the social-emotional needs of all students are being met by providing a wide variety of extra-curricular activities which promote a healthy self-image. One such organization is the newly-established Best Buddies Program. Another is the Dunedin High School Step Team. In addition, organizations such as 5,000 Role Models, Girlfriends, and SADD (Students Against Destructive Decisions) aid in fostering student-staff relationships. In the first days of school, teachers are strongly encouraged to build relationships with all of their students. Furthermore, Dunedin High School offers students assistance in meeting their social-emotional needs through the use of teachers, guidance counselors, ESE case workers, school social workers, a school psychologist, an ESOL associate, and other student services specialists.

Each grade level has a guidance counselor who works closely with the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted as needed. Periodically, outside services are suggested as needed by the school based leadership team.

## 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
Mike	Bowman	Chair
Kyle	Johnson	Administrator
Valencia	Gore	Administrator
Meredith	Cappel	Teacher

### SIP LAST YEAR

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

Last year, the school improvement plan for Dunedin High School was developed with the best intentions in mind; however, due to unforeseen circumstances, it was not followed with fidelity. Pieces of the plan which did provide successful outcomes were an initiative to provide a safe learning environment and establish a consistent Literacy Leadership Team, which met monthly and promoted school-wide initiatives. While school-based professional development was highlighted early in the school year, the offering decreased as the year progressed.

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

The school improvement funds allocated last year were used to promote graduation readiness, recognize students for positive behaviors, encourage college-going and career-readiness mind sets, and provide teacher mini-grants for use in the classroom(\$2,000).

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC members of Dunedin High School work in collaboration with the school administrator and the SBLT Team to develop the School Improvement Plan. The final draft of the School Improvement Plan is presented to SAC at the first SAC meeting of the school year. During this meeting SAC members review and approve the final document prior to submission to the state. Additionally, SAC will review the School Improvement Plan progress at mid-year, and end of year.

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

SAC meets monthly to provide support and advisement to the principal related to the operation of the school. Information and school data is shared with the SAC members to keep them informed related to the school's and students' overall performance. Sharing school-wide data with SAC members allows for the principal and SAC members to make decisions driven by data. This is done to better serve our students, families and community. Also, SAC funds requests by staff members for classroom projects or expenses related to professional development.

#### **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 SAC will use it's nearly \$7,000 in funds to support the goals of the SIP. Funds will be allocated to the College enrichment program such ACT, SAT, FCAT, FSA, and PERT test preparation courses that will take place outside of the regular school day (\$2,500,) the Back on Track and after school academic support programs (\$2,500) and the remaining funds will be used for teacher mini grants aligned the SIP Goals. The SAC will be particularly involved in the College and Career Readiness goals of the SIP.

#### **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.

### **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 Kyle	Last Name Johnson	Email Address johnsonky@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 20	# of Years at Current School 2
Certifications (if applicable)			

#### **ASSISTANT PRINCIPAL #1**

First Name Balduff	Last Name Larry	Email Address balduffl@pcsb.org	
Highest Academic Degree Doctor of Education	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 1
Certifications (if applicable)			

### ASSISTANT PRINCIPAL #2

First Name Valencia	Last Name Gore	Email Address gorev@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 5
Certifications (if applicable)			

### ASSISTANT PRINCIPAL #3

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

### ASSISTANT PRINCIPAL #4

First Name Matt	Last Name Warner	Email Address warnerma@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 1	# of Years at Current School 1
Certifications (if applicable)			

## PART I

## CURRENT SCHOOL STATUS

### Section D

### Public and Collaborative Teaching

### INSTRUCTIONAL EMPLOYEES

# of instructional employees: 78

% receiving effective rating or higher: 27

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 98.75

% certified infield, pursuant to Section 1012.2315(2), F.S.: 79

% ESOL endorsed: 22.9

% reading endorsed: 16.9

% with advanced degrees: 38.6

% National Board Certified: 1.2

% first-year teachers: 2

% with 1-5 years of experience: 14

% with 6-14 years of experience: 36

% with 15 or more years of experience: 32

## PARAPROFESSIONALS

# of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 1

## 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.

Dunedin High School's recruitment plan includes an expert panel for the interview process and an adherence to Pinellas County Schools's recruitment policies and procedures. The development plan consists of a school-based new teacher orientation, an inclusion of district-based new teacher mentors, participation of new teachers in Embrace Pinellas, differentiated professional development, and instructional support from staff developers and department heads. In order to retain highly-qualified teachers, Dunedin High School has a peer-to-peer mentoring program and a new teacher mentoring program.

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

Dunedin High School encourages positive working relationships between teachers by facilitating common planning periods for all core departments. The school also requires teachers to attend district-led professional development that addresses the implementation of the Language Arts Florida Standards.

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

Dunedin High School has several mentoring programs including new teacher district mentoring, school based mentors as needed, peer-to-peer collaborative mentoring, instructional leadership provided by the administrative team, and guidance provided by department chairpersons.

## 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.

School improvement goals will be identified based on the analysis of school wide data. Staff members will take a collective approach to review and analyze the school-wide data. After careful analysis of the data, staff members will identify the gaps in performance and apply problem solving strategies to address the identified gaps. Selected members of the MTSS, staff members, school administrators and the principal will meet to prepare goals for the SIP and action steps to address the gaps in performance. The goals and action steps will then be written into the SIP. The MTSS team will outline actions for the maintenance of SIP goals in coordination with staff. Based on the needs determined by the analysis of student data, the MTSS team will develop a resource map to assist PLCs with guiding instructional and behavioral strategies and interventions.

**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
Kyle	Johnson	Principal
Larry	Balduff	Assistant Principal
Valencia	Gore	Assistant Principal

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Tanya	King	Assistant Principal
Matt	Warner	Assistant Principal
Jami	Crumley	Behavior Specialist
Michael	Anderson	Instructional Staff
Michael	Awe	Instructional Staff
Gail	Barrett	Instructional Staff
Amy	Canavan	Instructional Staff
John	Eberts	Instructional Staff
Wendy	Hutkin	Instructional Staff
Diana	Devore	Instructional Staff
Amanda	Mitchell	Instructional Staff
Eric	Thompson	Instructional Staff
Dana	Saunders	Instructional Staff
Jeff	Sellers	Instructional Staff
Kenneth	Sellers	Instructional Staff
Ian	Black	Instructional Staff
Roseann	Kuerzi	Instructional Staff
Robert	Murphy	Instructional Staff
Diana	Devore-Kelly	VE Specialist

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

Selected members of the MTSS/SBLT Team will meet to prepare goals for the SIP with the principal who will bring the drafted SIP to the SAC in September. The MTSS team will outline actions for the maintenance of SIP goals in coordination with staff. Based on the needs determined by the analysis of student data the MTSS team will develop a resource map to assist PLC's with guiding instructional and behavioral strategies and interventions.

**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).

Florida Assessment for Instruction in Reading- Florida Standards (FAIR-FS) will be used as universal screening in reading across grade levels. Write Score assessments will be used for progress monitoring in Writing, and the Performance Matters assessment tool will be used for science, math, and social studies universal screening data and formative assessment. FCAT 2.0 or end of course (EOC) exams will be utilized to provide summary data for respective grade level courses. The Florida Standards Assessment (FSA) will be used to assess mastery of the Language Arts Florida Standards (LAFS). PCS Focus/Portal will be used to manage student data school-wide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions. The MTSS/SBLT team will distribute data results to department PLCs once every six-weeks. Progress reports and/ or report cards will be provided to students every four and a half weeks within a nine-week grading period, which will allow students opportunities to engage in data chats with teachers and guidance counselors. The school will share data with parents at PTSA and SAC meetings every month.

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



The MTSS team will introduce application of research based interventions and skills during monthly faculty meetings and also during periodic site-based professional development days. Follow up will occur at subsequent administrative team meetings, MTSS/SBLT meetings, department meetings, PLC meetings, chew-and-chat sessions in the Principal's Conference Room, and cohort leadership team meetings. Administration will ensure that staff members have the time and resources necessary for problem solving and response to intervention activities.

## 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.

All staff members participate or have participated in district-led professional development regarding making the instructional shifts necessary the ensure instructional programs are aligned with Florida Standards. School-based professional development, which encourages the use of complex texts and rigorous instructional activities has also been provided and is on-going. New materials aligned to Florida Standards curriculum have been adopted and integrated into classrooms.

**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.

Dunedin High School participates in the analysis of formative student assessment data (FCAT, FAIR-FS, informal observations, teacher-prepared assessments, Performance Matters, content specific assessments, etc.) which is the first step in differentiated instruction. After teachers have looked at the assessment data for their students, the next step is to decide the varying levels of instruction necessary to provide equitable learning experiences for their students. Teachers all employ progress monitoring tools and engage in periodic data chats to ensure students are progressing towards individualized learning goals.

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

The Homework Club

Minutes added to the school year: 10,800

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

The Homework Club provides academic support to students outside of the regular school day. The Homework Club ensures that students needing additional time or support in their core academic classes can meet with a teacher or tutor after school. The expected outcome is more students will make adequate progress each grading period.

Provide a description of the strategy below.

The Homework Club consists of two (2) math teachers focusing on Algebra and Geometry, one (1) English teacher who focuses on English, one (1) science teacher who focuses on Biology, and two (2) social studies teachers. These teachers meet in a common area that includes four (4) classrooms. Each classroom is designated for a particular subject. Two of the classrooms are computer labs, which are used to enhance the learning experience after school. To assist students with transportation concerns, they are provided with bus passes from PSTA.

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

At the half-way point of each marking period, teachers will review their data and provide assignments to students whose grades reflect a D or F. These assignments will be given as recovery work to amend those grades. Data is collected through weekly attendance. At the end of the marking period, teachers will be able to assess the completion of said assignments and the resultant grade improvement.

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

Kyle Johnson, Principal,  
Larry Balduff, Assistant Principal

Amy Canavan, Program Coordinator

## INSTRUCTIONAL STRATEGY #2

Strategy Type

Extended Learning Program

Minutes added to the school year: 10,800

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

The Extended Learning Program provides academic support to students outside of the regular school day. The ELP ensures that students needing additional time or support in their core academic classes can continue to work on credit recovery with the support of a highly-qualified teacher. The expected outcome is more students will recover lost credits and be on track for graduation.

Provide a description of the strategy below.

The ELP consists of one (1) math teacher, one (1) English teacher, and one (1) science teacher highly qualified in their subject areas. These teachers support students in individual course progression.

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

Data is collected through the monitoring of the Nova Net/ Gradpoint Program, which allows highly-qualified teachers to see at any point how far students have progressed to credit recovery.

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

Kyle Johnson, Principal  
Larry Balduff, Assistant Principal  
Linda Truelson, Nova Net/ Gradpoint Site Administrator

## INSTRUCTIONAL STRATEGY #3

Strategy Type

Saturday Study Sessions

Minutes added to the school year: \_\_\_\_\_

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

Saturday Study Sessions provide additional academic support for students enrolled in AP courses, as well as those students who plan to take the ACT and/or SAT exams during the school year.

Provide a description of the strategy below.

Teachers who facilitate the Saturday Study Sessions are knowledgeable and experienced in preparing students for the AP, ACT, and SAT exams. They engage students in rigorous practice sessions designed to enable students to respond appropriately to the challenging topics and questions presented on the tests.

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

Data from AP, ACT, and SAT practice tests is collected and analyzed to predict student success rates. Actual test results from those students participating in the study sessions are analyzed to determine the effectiveness of the Saturday Study Sessions.

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

Kyle Johnson, Principal

#### INSTRUCTIONAL STRATEGY #4

Strategy Type

Freshman Success Program

Minutes added to the school year: 3,840

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

The Freshman Success Program targets incoming ninth graders and offers a safe period for transition from middle school to high school. This program offers students an opportunity to become familiar with the high school curriculum, teachers and campus layout.

Provide a description of the strategy below.

Students attending the program are exposed to Algebra I, Geometry, English I, and Reading. At the end of the program, students will earn a .05 credit in Critical Thinking. This credit will count towards graduation. In addition to the academic component, incoming freshmen are paired with an upperclassman who serves as a mentor. Mentors assist with the social-emotional needs of the incoming freshmen.

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

Data (academic, attendance, and discipline) is collected and analyzed at the end of the first quarter to check the progress of students who were enrolled in the Freshman Success Program. Counseling and academic advising is provided to those students who indicate a need for further assistance. Mentors communicate with the Freshman Success Program advisor regarding any issues or concerns regarding their freshman mentee.

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

Kyle Johnson, Principal

**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.

The school supports incoming and outgoing cohorts of students in transition from one school level to another by promoting academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year. Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as students progress through high school. Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

#### COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

The school's guidance department offers a college awareness program at the beginning of the school year and includes a representative from the Florida Office of Student Financial Assistance Representative to help them share information on college entrance requirements, the application process, and specifics on applying for financial aid. In addition, the school supports career awareness through posting college pennants throughout campus and placards indicating teachers' college affiliations. The autism unit participates in various career preparation programs including a coffee cart and recycling initiative. During the Great American Teach-in, guest speakers present to classes on their chosen career fields. Presenters also frequent the AVID classroom and this class also participates in trips to visit college campuses. Appropriate career dress is celebrated.

Describe how the school integrates vocational and technical education programs.

Dunedin High School incorporates many programs which offer vocational training. Some of these programs include Electrical Wiring, Cosmetology, Building Construction, Architectural Engineering, and Business Technology. The career training provides students with

the opportunity for direct transition into their fields of choice, and in some cases even provides them with industry area certification. Students enroll in these programs either through application or request. Upon receipt of these requests, the school allocates the appropriate number of sections for each program.

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.

The SBLT and the Administrative Team analyzes the High School Feedback Report to determine strengths, weaknesses and problem solving gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, PERT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

## 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
Wendy	Hutkin	Instructional Staff	HutkinW@pcsb.org
Valencia	Gore	Assistant Principal	Gorev@pcsb.org
Kanen	Montgomery	Assistant Principal	MontgomeryK@pcsb.org
Nora	Wolford	Literacy Coach	WolfordN@pcsb.org
Kyle	Johnson	Principal	Johnsonky@pcsb.org
Rebeka	Kershaw	Instructional Staff	KershawR@pcsb.org
Brenda	May	Instructional Staff	MayB@pcsb.org
William	Moravec	Instructional Staff	MoravecW@pcsb.org
Linda	Truelson	Instructional Staff	TruelsonL@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 Literacy Leadership Team at Dunedin High School meets on a monthly basis. The team is comprised of a cross section of content area teachers and administrators. The teams function is to work collaboratively with administration, reading intervention teachers, and content area teachers to increase the percentage of students who are proficient readers and to decrease the need for reading intervention. The LLT will also strive to improve student achievement by providing professional development based on Florida Standards in all academic areas. The team will use the platforms provided by the school district to plan professional development opportunities.

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

Major initiatives of the LLT this year will focus on text complexity, instructional skills to improve reading comprehension, implementation of Language Arts Florida Standards, professional development, instruction in collaborative word walls which also incorporate the language of the LAFS, and daily school-wide reading for ten minutes each day emphasizing eyes on text.

**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 (%)
23.4	8	10

**Students Scoring at or Above Achievement Level 4**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.1	0	25

**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 (%)
10	25	30

**Students Scoring at or Above Level 7**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60	8	41

**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 (%)
48.6		

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

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

**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 (%)

**Students Scoring Proficient in Writing**

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

**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			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

## 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 (%)
62.7	74.5	75

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.

The Reading Department would like to continue to increase the number of students making gains on the FSA while also increasing the pass rate. Students will actively engage in reading complex text, writing in response to reading, and higher-level thinking to improve learning outcomes. Teachers will implement close reading lessons involving student collaboration, utilizing pairs and small groups with clear roles, tasks, and expectations, and will assign rigorous and meaningful assignments that utilize research based reading, writing, and vocabulary instruction across all content areas, to improve all students' literacy development and content learning.

Provide possible data sources to measure your reading goal.

Data sources which will be used to measure the school's reading goal include assessment results collected from the three cycles of FAIR-FS, formative assessment data collected through the administration of exemplar lessons and instructional activities designed to address the Language Arts Florida Standards (LAFS).

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
Use of the FAIR-FS formative assessment program	Students who scored at a Level 1 or 2 will sit for testing three times per year and will be assessed on Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, and Reading Comprehension. Reading teachers will share assessment data with English Language Arts teachers.
Action 2	Plan to Implement Action 2
Implementation of Core Connections lessons	English and Reading teachers will attend all Core Connections trainings made available to their designated grade levels.
Action 3	Plan to Implement Action 3

Professional development	All teachers have been made aware of the LAFS anchor standards for both reading and writing. They have been encouraged to use the verbage of these standards when creating writing prompts, word walls, or any other relevant assignments.
Action 4	Plan to Implement Action 4

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

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		50

<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>	<b>Area 2: English Language Arts (Writing)</b>
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Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	60	65

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

<b>WRITING GOAL</b>	<b>Area 2: English Language Arts (Writing)</b>
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What is your school's writing goal? Provide a description of the goal below.

The English Department would like to increase scores on the FSA writing test to achieve a 50% pass rate.

Provide possible data sources to measure your writing goal.

Progress towards this goal will be measured by use of the Write Score program and implementation of Core Connections lessons in the language arts classrooms.

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
Use of the Write Score program.	Students will sit for the Write Score assessment once in September and once in January. English teachers will view student assessment data and share it with both reading and ESE teachers. The data will then be used to drive instruction.
Action 2	Plan to Implement Action 2

Implementation of Core Connections lessons.	English and Reading teachers will attend all Core Connections trainings made available to their designated grade levels.
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Professional development.	All teachers have been made aware of the LAFS anchor standards for both reading and writing. They have been encouraged to use the verbiage of these standards when creating writing prompts, word walls, or any other relevant assignments.
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Support provided by the literacy coach.	The literacy coach will provide support for teachers implementing the Core Connections lessons in their classrooms. He will model best practices and be available for assistance with continuing lessons.

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

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40	16	20

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	50	55

<b>LEARNING GAINS</b>	<b>Area 3: Mathematics</b>
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Students Making Learning Gains (EOC, and FAA)

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

<b>ANNUAL MEASURABLE OBJECTIVES (AMOs)</b>	<b>Area 3: Mathematics</b>
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Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

<b>Area 3: Mathematics</b>	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	58		
Black/African American	23		
Hispanic	44		
Asian	55		
American Indian	0		
English Language Learners (ELLs)	25		
Students with Disabilities (SWDs)	40		
Economically Disadvantaged	39		



## 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 (%)
27		

## ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.4	16.7	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1.6	1.6	3

## GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.4		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
16.5		

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.

The school's mathematics goal is to increase the number of students passing the Algebra 1 EOC assessment by 25% (from 30% to 55%).

Provide possible data sources to measure your mathematics goal.

Fall and Spring EOC assessment results, PCS assessment cycle (3 times/year), Carnegie Learning performance data

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
Bi-monthly PLC for Algebra 1 teachers	The school will facilitate a common planning period for Algebra 1 teachers.
Action 2	Plan to Implement Action 2
District Carnegie implementation training	Algebra 1 teachers will attend periodic training sessions regarding implementation of the Carnegie Learning program.
Action 3	Plan to Implement Action 3

Data analysis of PCS assessments	Data collected from the cycle of PCS Algebra 1 assessments will be analyzed after each cycle.
Action 4	Plan to Implement Action 4
Use of Carnegie Learning with emphasis on RtI modules for intervention	Administration will monitor the implementation with fidelity of the Carnegie Learning program. Discussions will be facilitated in PLCs regarding RtI implementation.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section D</b>	<b>Area 4: Science</b>
<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>	

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	80	85

**BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	57	60

Students Scoring at or Above Achievement Level 4

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

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

<b>SCIENCE GOAL</b>	<b>Area 4: Science</b>
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What is your school's science goal? Provide a description of the goal below.

The Science department at Dunedin High would like to increase the scores on the Biology EOC by 2% and increase the enrollment in science electives.

Provide possible data sources to measure your science goal.

Fall and Spring EOC assessment results, PCS assessment cycle (3 times/year)

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
Bi-monthly PLC for Biology 1 teachers	The school will facilitate a common planning period for Biology 1 teachers.
Action 2	Plan to Implement Action 2

District Science trainings	Biology 1 teachers will attend periodic training sessions regarding instruction addressing the standards and preparing students for the EOC exam.
Action 3	Plan to Implement Action 3
Data analysis of PCS assessments	Data collected from the cycle of PCS Biology 1 assessments will be analyzed after each cycle.
Action 4	Plan to Implement Action 4

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

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 (%)
4.1		

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 (%)
	9.4	10

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.

<b>STEM GOAL</b>	<b>Area 5: Science, Technology, and Mathematics (STEM)</b>
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What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

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
Action 2	Plan to Implement Action 2
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 (%)

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 (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

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

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

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

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 (%)

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.

Increase the percentage of students earning industry certifications- with a total of at least 250 certifications earned school wide.

Dunedin High School Industry Certifications entered as of: 5/28/15=36 and 6/5/15= 43

Provide possible data sources to measure your CTE goal.

Industry certification reports

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
Facilitate the industry certification of additional teachers	Provide industry certification exam prep for all available exams to CTAE teachers.
Action 2	Plan to Implement Action 2
Increase the quality of career technical programs	Use the Academies of Pinellas Rubric with all programs.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

## 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 (%)
0	0	0

#### Students Scoring at or Above Achievement Level 4

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

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

### Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.5	68	70

### Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18.4		

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.

The Social Studies department would like to continue to increase enrollment in Advanced Placement Classes and increase passing scores on the National Advanced Placement Exams in the Social Studies subject areas. Dunedin High School's Social Studies department would also like to increase the percentage of social studies teachers using DBQ's by the end of the school year, to increase the number of teachers using an integrated curriculum, and to increase the use of fiction and non-fiction complex texts to blend the Common Core and EOC's into a workable curriculum.

Provide possible data sources to measure your social studies goal.

Formative classroom assessment of DBQ responses and data from the EOC exams

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
Increased passing scores on Social Studies AP exams	Weekly/Weekend AP Study Sessions and Practice Tests.
Action 2	Plan to Implement Action 2
Increased use of DBQs in social studies classrooms	DBQs will be distributed and available in all social studies classes.
Action 3	Plan to Implement Action 3
Training in the use of DBQs	All social studies teachers will receive professional development in the DBQ project.
Action 4	Plan to Implement Action 4
Balanced use of fiction and non-fiction in social studies classrooms	Teachers will use a combination of text and selected documents with primary documents and non-fiction books.

## 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	2.0	0.8	0.5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	0.5	0.7	0.5
Grade 11	0.0	0.3	0
Grade 12	0.0	0.3	0

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	23.1	24.9	20
Grade 10	29.4	35.1	20
Grade 11	32.3	32.9	25
Grade 12	33.7	40.6	25

## SUSPENSIONS

## Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	37.3	42.7	30
Grade 10	42.2	45	30
Grade 11	43.5	33.2	20
Grade 12	26.4	26.5	15

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	8.8	8.9	6
Grade 10	7.3	10.8	5
Grade 11	2.7	3.5	2
Grade 12	1.0	3.1	2

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	28.8	33.2	30
Grade 10	30.5	37.8	28
Grade 11	43.5	26.2	20
Grade 12	26.4	20.8	15

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	0.5	8.9	4
Grade 10	0.3	10.8	5
Grade 11	1.3	3.5	2
Grade 12	0.0	3.1	2

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	8.8	10.8	7
Grade 10	7.3	11.9	8
Grade 11	2.7	5.8	3
Grade 12	1.0	3.4	2

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	0.5	0.5	0.3
Grade 10	0.3	0.5	0.3
Grade 11	1.3	0	0
Grade 12	0.0	0	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	0.9	0.4
Grade 11	0.3	0.6	0.3
Grade 12	0	0.0	0

Students Expelled

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



**RETENTIONS**
**Area 8: Early Warning Systems**
**Students Retained**

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	2.4	1
Grade 10	0	5.7	2
Grade 11	0.3	1.7	0.5
Grade 12	2.4	0.8	0.4

**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			
Grade 10			
Grade 11			
Grade 12			

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	18.8	2.7	1
Grade 10	26.6	18.1	12
Grade 11	24.0	18.4	12
Grade 12	12.8	21.1	15

**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 (%)

**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	36.1	36.5	30
Grade 10	39.6	45.2	35
Grade 11	41.9	34.4	30

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	27.1	32.1	25

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).

## 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 (%)
0.003	0.003	0.001

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 (%)
78	85	87

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 (%)

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 (%)
78	85	87

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 (%)

## 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 (%)
African-American males are encouraged to participate in the 5000 Role Models program. African-American girls are encouraged to participate in the Girlfriends club. These two programs provide academic and social mentoring for students.		25	100

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Teachers will be provided Culturally Responsive Instruction, which will facilitate a greater understanding of instructional and classroom management strategies proven to be effective with various cultural groups.			100

## 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).

Parent and family involvement is a critical component of an effective school. It is not a substitute for high quality educational programs, effective instruction or systemic research-based school improvement. Parents contribute most effectively to improved student achievement and school effectiveness when they are treated as equal partners and given needed information in a timely manner. Schools that work well with families improve teacher morale and engender more teacher support by parents. When parents receive frequent and effective communication from a school, their attitude about the school is more positive and their involvement increases. A school's practices to inform and involve parents are strong determinants in the frequency and quality of parent involvement. There are many different ways for schools to involve parents in their child's education. To have long-lasting results, parent and family involvement activities must be planned, continuous, inclusive and comprehensive.

**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.

Dunedin High School realizes that a child's education is a shared responsibility between the school and family and that schools and parents must work together as knowledgeable partners. The school will foster and support active parent involvement by using the following strategies. Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. We will develop, implement, and regularly evaluate a parent involvement program to involve parents at all grade levels in a variety of roles and will include the following elements:

- communication between home and school is regular, two-way, and meaningful;
- responsible parenting is promoted and supported;
- parents play an integral role in assisting student learning;
- parents are welcome in the school, and their support and assistance are sought;
- parents are full partners in the educational decisions that affect children and families;
- community resources are made available to strengthen school programs, family practices, and student learning

**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.

Dunedin High School considers the interests of all community stakeholders in providing an efficient plan and framework for strategic communications and includes the voices of all of the school's valuable community leaders. The school collaborates with all stakeholders in setting a purpose for communication and sharing ownership with them and is open and receptive to the ideas of all stakeholders, realizing the potential for positive impact and transformation in our school.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section K</b>	<b>Area 11: Additional Targets</b>

*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 (%)	

<b>PART III</b>	<b>PROFESSIONAL DEVELOPMENT</b>
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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)	Carnegie Learning program training for Algebra 1 teachers		
Topic, Focus, and Content	Higher achievement levels on Algebra 1 EOC		
Facilitator or Leader	Effective curriculum implementation		
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Rebecca Bissonette and high school math staff developers		
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Algebra 1 teachers		
Strategies for Follow-Up and Monitoring	Ongoing throughout the 2015-2016 school year		
Person Responsible for Monitoring	Monitoring of yearly cycles of PCS Algebra 1 assessments		
Professional Development Identified			
Related Goal(s)	Core Connections training		
Topic, Focus, and Content	Higher achievement levels on FSA and/or FCAT 2.0		
Facilitator or Leader	Effective implementation of the Language Arts Florida Standards		
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Jennifer Duda		
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Language Arts and reading teachers		
Strategies for Follow-Up and Monitoring	Ongoing throughout the 2015-16 school year		
Person Responsible for Monitoring	Monitoring of FAIR-FS and Write Score assessment data		
	Valencia Gore and Kyle Johnson		

## 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.

Homeless students at the school are supported with services provided by the H.E.A.T. program social worker. Supplemental Academic Instruction (SAI) is facilitated through the Homework Club and Saturday Study Sessions. The school has provided training in the prevention of bullying.

**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.

Individual students who need additional social services are identified and referred by guidance counselors and/or administrators. Those students who need additional instructional support are identified by core academic teachers and referred to the Homework Club.

## PART V BUDGET

Create a budget for each school-funded activity.

[Add Item](#)
[Delete Item](#)

Budget Item Description	Improve graduation rate
Related Goal(s)	To increase overall graduation rate to 87%. 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 strand 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 re mediate. Students will not be tested on EOC until they are ready. ELP 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.e., evidence-based programs/materials, PD, technology, etc.)	Professional Development on Marzano goals and scales, AVID strategies, using interactive notebooks to track and record progress monitoring

Description of Resources	Dunedin 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

