

Pinellas County Schools

Dixie M. Hollins High School



2019-20 School Improvement Plan

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Dixie M. Hollins High School

4940 62ND ST N, Kenneth City, FL 33709

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

Demographics

Principal: Robert Florio

Start Date for this Principal: 6/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title
Florio, Robert	Principal
Principal	
Gil, Jennifer	Assistant Principal
Assistant Principal	
Zebley, Eric	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	473	485	498	393	1849
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	24	32	9	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	28	31	26	16	101

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	6	11	15	2	34

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

97

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	220	0	0	0	220
One or more suspensions	0	0	0	0	0	0	0	0	0	85	75	20	1	181
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	172	131	100	6	409

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	56%	56%	50%	56%	56%
ELA Learning Gains	47%	51%	51%	50%	53%	53%
ELA Lowest 25th Percentile	33%	43%	42%	40%	44%	44%
Math Achievement	40%	45%	51%	40%	46%	51%
Math Learning Gains	42%	44%	48%	43%	48%	48%
Math Lowest 25th Percentile	40%	41%	45%	38%	42%	45%
Science Achievement	56%	64%	68%	56%	66%	67%
Social Studies Achievement	61%	71%	73%	62%	72%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	473 (0)	485 (0)	498 (0)	393 (0)	1849 (0)
Attendance below 90 percent	31 ()	24 ()	32 ()	9 ()	96 (0)
One or more suspensions	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	28 (0)	31 (0)	26 (0)	16 (0)	101 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	40%	54%	-14%	55%	-15%
	2018	47%	53%	-6%	53%	-6%
Same Grade Comparison		-7%				
Cohort Comparison						
10	2019	49%	53%	-4%	53%	-4%
	2018	49%	54%	-5%	53%	-4%
Same Grade Comparison		0%				
Cohort Comparison		2%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	62%	-9%	67%	-14%
2018	53%	63%	-10%	65%	-12%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	70%	-8%	70%	-8%
2018	62%	70%	-8%	68%	-6%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	55%	-31%	61%	-37%
2018	27%	57%	-30%	62%	-35%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	56%	-6%	57%	-7%
2018	47%	56%	-9%	56%	-9%
Compare		3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	28	18	29	33	39	33	49		95	8
ELL	15	32	33	24	37	44	37	19		94	52
ASN	53	44	36	60	66		78	48		93	67
BLK	35	48	30	33	38	36	49	43		93	26

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	37	45	37	29	39	44	43	52		94	55
MUL	51	51		50	35		62	80		96	48
WHT	52	48	29	43	42	39	59	68		92	48
FRL	38	47	36	34	40	44	49	52		94	40

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	38	33	37	51	28	42	47		81	17
ELL	21	46	37	28	38	31	22	34		50	77
ASN	57	66	50	66	52		58	76		90	70
BLK	36	36	32	30	48	35	37	45		81	23
HSP	40	45	32	28	37	23	43	53		84	47
MUL	65	62		58	62		70	68		88	50
WHT	54	52	45	43	42	48	63	66		86	57
FRL	41	45	38	33	40	33	47	53		84	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	58
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Learning gains in ELA for the SWD and ELL subgroup showed the lowest performance. Areas of improvement include standard task alignment, exposing students to grade level rigorous text, ensuring that each student is appropriately placed with teachers who understand the needs of ELL and SWD students. An additional data component is our accelerated course work. To reduce the factors that contributed to the the low performance in this areas we will implement monitoring protocols, reporting procedures, and increase partnerships with local colleges to provide additional dual enrollment courses.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The greatest decline occurred among student who are categorized as the lowest 25%. Proper identification of L25 students along with continuous support and differentiated instruction will decrease the decline in performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Social studies achievement showed the greatest gap between school and state performance. Contributing factors include a lack of collaborative planning, standard task aligned, and rigor.

Which data component showed the most improvement? What new actions did your school take in this area?

Our lowest 25% in math showed the most improvement. Contributing factors include collaborative PLC's, data driven decisions, appropriately scheduling students, placing the right teacher to teach the right course, and extended learning and tutoring programs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern is that there are 34 students who show two or more early warning signs indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Graduating students college and career ready (industry certifications, AP/AICE/DE courses)
2. 41% + of ELL students and SWD achieving proficiency
3. Increase the percent of L25 students in ELA making learning gains
4. Increase the percent of all student making learning gains in ELA
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading
Rationale	Our current level of performance is 47% proficiency, as evidenced in FSA ELA scores. We expect our performance level to be 60% by May 2020. The problem is occurring because students are not fully engaged in rigorous, standards-based instruction consistently at the level they will be tested at on the FSA ELA. If teachers develop culturally, caring, and inclusive classrooms student learning gains will increase by 13%.

State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 47% to 60% as measured by the ELA FSA.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	School-wide instructional strategies (use of complex text, graphic organizers, AVID strategies) Standards-based instruction Effective PLCs - utilize PLCs to implement on-time specific differentiation for each student to support learning gains, and after school common planing with district support personnel Data chats - with teachers and students, followed by "Rebel Remediation", a process of teachers working collaboratively to re-mediate specific benchmarks for students after engaging in progress monitoring data chats. Instructional walks MTSS - Rebels Rising PBIS - Dixie Dollars CRT Social Emotional Learning Restorative Practices (culture/grading) Core Connections, and binder PD
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to determine our students are not making sufficient gains.

Action Step

Description	<ol style="list-style-type: none"> 1. Create schedule for instructional walks (teacher participation) - invite content district staff developer 2. Create data chat protocols for analyzing progress monitoring data with teachers, and a protocol for analyzing student data with students 3. Use of district staff developers to provide training and modeling strategies for teachers 4. Use of Literacy coach to provide small group instruction to students on the cusp of making a learning gain 5. Use of Literacy coach to procure content specific literacy resources for teachers
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6. For new ELA teachers - receive support throughout the school year from district ELA team through ELA Emerging Leader's cadre
7. Place low level 3 10th grade students into a S2 Reading Honors class (taught by an 11th grade RCS teacher)
8. Strengthen staff ability to engage students in complex tasks
9. Enhance staff capacity to identify critical content from the Standards in alignment with district resources
10. Strengthen staff practice to utilize questions to help students elaborate on content
11. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student
12. Enhance staff capacity to support students through purposeful activation and transfer strategies.

**Person
Responsible**

Robert Florio (florior@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current proficiency level is 40%, as evidenced in our mathematics achievement scores (Algebra 1 and Geometry). We expect our performance level to be 43% by May 2020. The problem/gap is occurring because students lack basic building blocks necessary to master Algebra and Geometry skills. If faculty participates in focused professional development and fully implements Marzano strategies , the problem would be reduced by 10% and student learning gains would increase by 3%.

State the measureable outcome the school plans to achieve	The percent of all students achieving mathematics proficiency will increase from 40% to 43%, as measured by the Algebra 1 and Geometry EOC exams.
Person responsible for monitoring outcome	Valerie Pinzon (pinzonv@pcsb.org)
Evidence-based Strategy	Standards-based instruction Effective PLCs Cycle assessment data chats - with teachers and students, followed by "Rebel Remediation", a process of teachers working collaboratively to remediate specific benchmarks for students after engaging in progress monitoring data chats. Instructional walks MTSS - Rebels Rising PBIS - Dixie Dollars CRT Social Emotional Learning Restorative practices (class culture and grading practices) Just in Time PD
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used Alg. 1 and Geo. EOC and cycle assessment data (Performance Matters) to determine our students are not making sufficient gains.

Action Step	
Description	<ol style="list-style-type: none"> 1. Create schedule for instructional walks (teacher participation) 2. Create data chat protocols for analyzing cycle assessment data with teachers, and a protocol for analyzing student data with students 3. Effective PLCs - focus on test items specifications, pacing, new instructional materials, and student data 4. Alg. 1 A/B team teaching pilot 5. Teachers will common plan and utilize best practices to reach all students in each classroom 6. Teachers, math coach, and teachers over mathematics need to participate district training (DWT, evening PD's, and training during the day) 7. Enhance staff capacity to identify critical content from the Standards in

alignment with district resources

8. Strengthen staff ability to engage students in complex tasks

9. Strengthen staff practice to utilize questions to help students elaborate on content

10. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student

**Person
Responsible**

Jennifer Gil (gilje@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 56%, as evidenced on the Biology EOC exam. We expect our performance level to be 66% by May 2020. The problem is occurring due to a lack of teachers sharing and implementing best practices. If teachers collaboratively plan, and share best practices, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency in Biology will increase from 56% to 66%, as measured by Biology EOC exam.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	Standards-based instruction Effective PLCs Cycle assessment data chats - with teachers and students, followed by "Rebel Remediation", a process of teachers working collaboratively to remediate specific benchmarks for students after engaging in progress monitoring data chats Instructional walks MTSS - Rebels Rising PBIS - Dixie Dollars CRT Restorative practices (class culture and grading practices) Just in Time PD
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used the Biology. EOC and cycle assessment data (Performance Matters) to determine our students are not making sufficient gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create schedule for instructional walks (teacher participation) -Enhance staff capacity to support students through purposeful activation and transfer strategies 2. Create data chat protocols for analyzing cycle assessment data with teachers, and a protocol for analyzing student data with students, within two weeks of the release of cycle assessment data 3. Ensure appropriate science placement 4. Utilize cycle assessments gaps and use lead teacher to re-teach all students in deficient areas 5. Within PLCs - Teachers will common plan and utilize best practices to reach all students in each classroom, enhance staff capacity to identify critical content from the Standards in alignment with district resources, Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student

6. Through PD - Strengthen staff practice to utilize questions to help students elaborate on content

**Person
Responsible**

Robert Florio (florior@pcsb.org)

#4	
Title	Social Studies
Rationale	<p>Our current level of performance is 61% , as evidenced in the US History EOC exam. We expect our performance level to be 71% by the May 2020. The problem/gap is occurring because students are not being challenged consistently in standards based rigorous tasks. If rigorous standards based student center rigorous tasks would occur, the problem would be reduced by preparing students for the rigor of the EOC and student learning gains would increase by 10%.</p> <p>If we test the same number as last year, we need 30 more kids to pass! It is three kids per percentage point!!!!</p>

State the measurable outcome the school plans to achieve	The percent of all students achieving proficiency in US History will increase from 61% to 71%, as measured by the US History EOC exam.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	<p>Standards-based instruction Effective PLCs Cycle assessment data chats - with teachers and students, followed by "Rebel Remediation", a process of teachers working collaboratively to remediate specific benchmarks for students after engaging in progress monitoring data chats Instructional walks MTSS - Rebels Rising PBIS - Dixie Dollars CRT Restorative practices (class culture and grading practices) Just in Time PD</p>
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used US History EOC and cycle assessment data (Performance Matters) to determine our students are not making sufficient gains.

Action Step

Description	<ol style="list-style-type: none"> 1. Create schedule for instructional walks (teacher participation) 2. Create data chat protocols for analyzing cycle assessment data with teachers, and a protocol for analyzing student data with students 3. Literacy Coach will work with teachers to increase reading content comprehension and vocabulary skills 4. Teachers will share best practices and implement successful AVID strategies that are aligned into their lessons 5. Use mini-assessments to monitor progress in between cycle assessments 6. Work collaboratively with staff developer during PLC time to evaluate student work, data, and lessons
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7. Teachers will common plan and utilize best practices to reach all students in each classroom
8. Enhance staff capacity to identify critical content from the Standards in alignment with district resources
9. Strengthen staff practice to utilize questions to help students elaborate on content
10. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student
11. Enhance staff capacity to support students through purposeful activation and transfer strategies.

**Person
Responsible**

Calvin Williams (williamscal@pcsb.org)

#5	
Title	Career and College Ready
Rationale	Our current level of performance is 48% of our students graduate with career and college readiness credentials (industry certifications, dual enrollment, and/or AICE/AP credit). We expect our performance level to be 70% by May of 2020. The problem is occurring because not all seniors are graduating career and college ready. If clear processes for monitoring and scheduling students are established and followed, the problem would be increased by 22%.

State the measureable outcome the school plans to achieve	The percent of 12th grade students graduating with a college or career readiness credential will increase from 48% to 70% as measured by course completion and industry certification data.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	<p>MTSS - Rebels Rising PBIS - Dixie Dollars CRT Restorative practices (class culture and grading practices) Enhance access to opportunities for students to engage in advanced/acceleration coursework Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment) Intensify staff capacity to support students in successfully completing and attaining industry certification Strengthen implementation of career academies to support student engagement, learning and project-based instruction Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS) Strengthen stakeholders' understanding of purpose and value of the SAT Suite of Assessments and resulting data Strengthen teacher implementation of rigorous instructional practices</p>
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used AICE/AP/industry certification test, and DE course completions to identify student in need of a career and college readiness component.

Action Step	
Description	<ol style="list-style-type: none"> 1. Encourage open access for AICE courses 2. Increase dual enrollment opportunities (SPC/Keiser University) 3. Closely monitor the number of industry certifications being earned in CTE courses 4. Schedule all seniors who do not already have an industry certification and/or have taken an AICE/AP/DE class into those courses. 5. For non-seniors, closely monitor those who have AICE/AP/DE potential and schedule them into the appropriate course

6. Utilize new CED, course exam description, and progress monitoring resources for monitoring student progress, and planning for instruction

**Person
Responsible**

Jennifer Gil (gilje@pcsb.org)

#6	
Title	Bridging the Gap (Black Student Achievement)
Rationale	Our overall student ELA achievement is 47%, compared to 35% for Black students. We expect the ELA achievement for Black students to be 45% by May 2020. The gap is occurring because inconsistent implementation of evidenced based effective strategies and best practices. If all teachers were to consistently implementing evidenced based effective strategies and best practices, the problem would be reduced by 10%.

State the measureable outcome the school plans to achieve	We will reduce the ELA achievement gap between a all students and Black students from 12% to 2%, as measured by the FSA ELA.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	<p>Culturally Relevant Teaching (CRT) Restorative Practices (classroom climate and grading) Equity in Excellence practices Social Emotional Learning Standards-based instruction Differentiated instruction Strategic scheduling PBIS - Dixie Dollars School-wide instructional strategies MTSS - Rebels Rising</p> <p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans</p> <p>Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning</p>
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to determine our Black students are not making sufficient gains.

Action Step

Description	<ol style="list-style-type: none"> 1. Site-based professional development around Equity and Restorative practice, CRT, and Social Emotional Learning (SEL) 2. Modeling of strategies for staff during PLC and staff meetings 3. Teacher/Staff teams incentive program for implementing strategies 4. Partner with families to monitor usage of digital resources that are provided beyond the school day. 5. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans
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6. Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning

**Person
Responsible**

Robert Florio (florior@pcsb.org)

#7	
Title	Bridging the Gap (Hispanic Student Achievement)
Rationale	Our overall student ELA achievement is 47%, compared to 37% for Hispanic students. We expect the ELA achievement for Hispanic students to be 47% by May 2020. The gap is occurring because inconsistent implementation of evidenced based effective strategies and best practices. If all teachers were to consistently implementing evidenced based effective strategies and best practices, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	We will reduce the ELA achievement gap between a all students and Hispanic students from 10% to 0%, as measured by the FSA ELA.
Person responsible for monitoring outcome	Jennifer Gil (gilje@pcsb.org)
Evidence-based Strategy	Culturally Relevant Teaching (CRT) Restorative Practices (classroom climate and grading) Equity in Excellence practices Standards-based instruction Differentiated instruction Strategic scheduling PBIS - Dixie Dollars School-wide instructional strategies MTSS - Rebels Rising
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to determine our Hispanic students are not making sufficient gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Site-based professional development around Equity and Restorative practice, CRT, and Social Emotional Learning (SEL) 2. Modeling of strategies for staff during PLC and staff meetings 3. Teacher/Staff teams incentive program for implementing strategies 4. Partner with families to monitor usage of digital resources that are provided beyond the school day. 5. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans 6. Ensure staff has access to real-time data specific to Hispanic students in order to have effective data chats and targeted support for improved learning
Person Responsible	[no one identified]

#8	
Title	Bridging the Gap (ESE Student Achievement)
Rationale	Our overall ELA achievement is 47%, compared to 24% for ESE students. We expect the ELA achievement for ESE students to be 34% by May 2020. The gap is occurring because inconsistent implementation of evidenced based effective strategies and best practices. If all teachers were to consistently implementing evidenced based effective strategies and best practices, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	We will reduce the ELA achievement gap between a all students and ESE students from 23% to 13%, as measured by the FSA ELA.
Person responsible for monitoring outcome	Cynthia Mucerino (murcerinocy@pcsb.org)
Evidence-based Strategy	Culturally Relevant Teaching (CRT) Restorative Practices (classroom climate and grading) Equity in Excellence practices Social Emotional Learning Standards-based instruction Differentiated instruction Strategic scheduling PBIS - Dixie Dollars School-wide instructional strategies MTSS - Rebels Rising
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to determine our ESE students are not making sufficient gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide time for co-planing - Gen. Ed to speak with the ESE staff developers and ESE teachers 2. Provide ESE teachers with opportunity to analyze student data during PLC times (e.g. last Friday of the month), intentionally carve out time 3. Ensure that targeted specially designed instruction is provided through classroom observations and walk-throughs 4. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans 5. Ensure staff has access to real-time data specific to ESE students in order to have effective data chats and targeted support for improved learning
Person Responsible	Sheila Culbreth (culbreths@pcsb.org)

#9	
Title	Bridging the Gap (EL Student Achievement)
Rationale	Our overall ELA achievement is 47%, compared to 15% for EL students. We expect the ELA achievement for EL students to be 25% by May 2020. The gap is occurring because inconsistent implementation of evidenced based effective strategies and best practices. If all teachers were to consistently implementing evidenced based effective strategies and best practices, the problem would be reduced by 10%..
State the measureable outcome the school plans to achieve	<p>We will reduce the ELA achievement gap between a all students and EL students from 32% to 22%, as measured by the FSA ELA.</p> <p>We will increase the percent of EL students achieving proficiency on the US History EOC from 19% to 23%, as measured by the US History EOC.</p>
Person responsible for monitoring outcome	Jennifer Gil (gilje@pcsb.org)
Evidence-based Strategy	<p>Culturally Relevant Teaching (CRT)</p> <p>Restorative Practices (classroom climate and grading)</p> <p>Equity in Excellence practices</p> <p>Standards-based instruction</p> <p>Differentiated instruction</p> <p>Strategic scheduling</p> <p>PBIS - Dixie Dollars</p> <p>School-wide instructional strategies</p> <p>MTSS - Rebels Rising</p> <p>Define our school's approach to educating English Learners</p> <p>Strengthen school processes for engaging EL students and families through meaningful communication</p>
Rationale for Evidence-based Strategy	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to EL determine our students are not making sufficient gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Use district provided resources and processes to assist BA with aligning their work to student achievement goals 2. Communicate our approach to all staff members(in addition to instruction approach, define, and communicate our level of engagement strategies for ELs) 3. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels. 4. Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed about (e.g. dialect, community practices, etc.). Plan for what steps the school needs to build a positive relationship with that community/culture and increase involvement.

5. Provide parents with the following resources for communication: Pinellas County Schools en Espanol Facebook page; Spanish Parent Helpline.

Person Responsible Kathleen Pritz (pritzk@pcsb.org)

#10

Title Graduation Rate

Rationale Our current graduation rate is 93%. We expect our graduation rate to be 98% by June 2020. The problem is occurring because not all seniors are meeting testing, credit, and/or GPA requirements for graduation. If collaboration among the MTSS team, administration, counselors, and teacher were to improve, the problem would be reduced by 5%.

State the measureable outcome the school plans to achieve The percent of all students graduating on their cohort will increase from 93% to 98%, as measured by FLDOE graduation file.

Person responsible for monitoring outcome Robert Florio (florior@pcsb.org)

Evidence-based Strategy Usage of ELP, credit recovery, and Summer Bridge programs
 Providing concordant score opportunities (SAT, ACT, PSAT, PERT)
 Periodic credit checks
 Regularly monitoring cohort reports
 Strategic scheduling
 PBIS - Dixie Dollars
 MTSS - Rebels Rising
 GEP

Rationale for Evidence-based Strategy Using cohort data will enable early identification of students in need, and plan for the differentiation and support of those students. We consider data such as course history, test history, GPA, and attendance to determine students who are in need of additional supports.

Action Step

Description 1. Review cohort report early on to determine students at-risk of not graduating
 2. Meet with students individually or in small group
 3. Ensure that all students of concordant score are aware of SAT/ACT testing dates and waivers
 4. Enroll students in Dixie Adult School/GEP for credit recovery if needed
 5. Aligned process among all counselors and implement schedule periodic credit checks

Person Responsible [no one identified]

#11	
Title	Conditions for Learning
Rationale	In order to ensure that ALL students experience 100% student success, and graduate college and career ready, we must provide Equity and Excellence for ALL. Therefore, the academic, social-emotional and behavioral needs of each and every student must be known and met.
State the measureable outcome the school plans to achieve	All school leaders, teachers, and school-based staff members will engage in strategies and supports to ensure that the academic, social-emotional and behavioral needs of each and every student are known and met, as measured by classroom observations, climate surveys, and student achievement scores.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	Evidence-based strategies to achieve equity and excellence for all include the implementation of: <ol style="list-style-type: none"> 1. Equity Champions 2. Restorative practices 3. PBIS 4. Culturally Relevant Teaching or CRT 5. Social Emotional Learning or SEL 6. Access to rigorous and advanced coursework
Rationale for Evidence-based Strategy	The selection of these evidence-based strategies align DHHS with Pinellas County School's Bridging the Gap plan. Resources used for this strategy include but are not limited to the Equity and Excellence strategic plan, the Marzano Framework, Climate surveys, classroom observations, and data (discipline, academic, attendance).
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that at least 25% of teachers are trained in CRT by May 2020 (4 teachers should already be trained during 2018-19). 2. During SBLT meetings ground data conversations in looking at disaggregated data for all ESSA categories. 3. Cultivate at least one model CRT classroom within the school. 4. Facilitate teacher/staff learning within PLCs, PD opportunities and/or model classroom observations. 5. Conduct monthly school-wide implementation reviews for staff implementation of Tier 1 and RP practices.
Person Responsible	[no one identified]

#12	
Title	Attendance
Rationale	Our average daily attendance rate is 92%. We expect the average daily attendance rate to be 95 by May 2020. The problem is occurring because students are not academically engaged and connected to the school. If teacher developed healthy relationships with students and engaged them in rigorous content, the problem would be reduced by 3%.
State the measureable outcome the school plans to achieve	The percent of students attending school will increase from 92% to 95 %, as measured by the average daily attendance rate.
Person responsible for monitoring outcome	Jennifer Gil (gilje@pcsb.org)
Evidence-based Strategy	Culturally Relevant Teaching (CRT) Restorative Practices (classroom climate and grading) Social Emotional Learning Equity in Excellence practices Strategic scheduling PBIS - Dixie Dollars MTSS - Rebels Rising Teen Court Child Study Team
Rationale for Evidence-based Strategy	We utilized average daily attendance data broken down by categories to determine which students are missing school frequently and for what reasons if any. Student missing school will be referred to the Child Study Team for planning for, and incorporating interventions to improve attendance.
Action Step	
Description	<ol style="list-style-type: none"> 1. We will clearly and repeatedly communicate to students and our families the importance of attending school everyday, and the processes for reporting a students absence. 2. The CST will utilize the Rebels Rising platform to track and monitor students who are not regularly attending school. 3. Dixie Dollars, and other PBIS strategies will be used to encourage student attendance 4. The attendance clerk, school social work, and other members of the CST will work closely with the Teen Court program to implement interventions for students who are not regularly attending school.
Person Responsible	[no one identified]

#13	
Title	Family and Community Engagement
Rationale	Achieving 5 star status would indicate that family and community partnerships have increase at Dixie Hollins High School through parent/student/staff volunteer hours, community events, and business partnerships.
State the measureable outcome the school plans to achieve	Dixie Hollins High School will receive the 5 Star Award by May 2020 given by the Pinellas Education Foundation.
Person responsible for monitoring outcome	Becca Alt (altr@pcsb.org)
Evidence-based Strategy	Increase logged volunteer hours and community partnerships. Effectively communicate with all stakeholders regarding a student's or the school's progress.
Rationale for Evidence-based Strategy	By focusing on the logging of volunteer hours we will significantly increase the number of hours needed to achieve the 5 Star School aware.
Action Step	
Description	<ol style="list-style-type: none"> 1. Host family engagement events - Freshmen Night, Discovery Fairs, Senior Night, etc. 2. Provide academic tools to families in support of their students' achievement at home - Parent Portal, Rebels Rising, and Clever 3. Purposefully involve families with opportunities for them to advocate for their students 4. Intentionally build positive relationships with families and community partners - weekly connect ED messages by principal and parent engagement nights for students.
Person Responsible	Becca Alt (altr@pcsb.org)

#14	
Title	Healthy Schools
Rationale	Our current level of performance is 3 out of 6 modules, as evidenced in Alliance for Healthier Schools. We expect our performance level to include an additional 3 modules by May 2020.
State the measureable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by May 2020 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.
Rationale for Evidence-based Strategy	The assembly of a Healthy School's team will ensure the fidelity of implementation. Resources used include, but are not limited to: district/school funding and the Alliance for Healthier Generation's Healthy Schools Program Framework.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend district-supported professional development 2. Complete Healthy Schools Program Assessment 3. Complete the SMART Snacks in School Documentation 4. Develop and Implement Healthy School Program Action Plan 5. Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)
Person Responsible	[no one identified]

#15	
Title	Freshmen Transition
Rationale	Our current level of performance indicates that 12% of 9th grade students finish their freshmen year with less than a 2.0 GPA and/or less than 6 credits. We expect our current level of performance to increase to 10% by May 2020. The gap is occurring because a lack of supports and monitoring are in place for 9th grade students. If students are provided with structured classroom supports, the problem would be reduced by 10%.

State the measureable outcome the school plans to achieve	The percent of freshmen students earning a 2.0 GPA and/or 6 credits will increase from 12% to 2% as evidence in the 2019-2020 cohort report.
Person responsible for monitoring outcome	Robert Florio (florior@pcsb.org)
Evidence-based Strategy	Culturally Relevant Teaching (CRT) Restorative Practices (classroom climate and grading) Equity in Excellence practices Standards-based instruction Differentiated instruction Strategic scheduling PBIS - Dixie Dollars School-wide instructional strategies MTSS - Rebels Rising
Rationale for Evidence-based Strategy	Using early warning signs data will enable early identification of students in need, and plan for the differentiation and support of those students.

Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule and plan for four freshmen parent nights (orientation, 2 - academic nights, rising 9th grade enrollment night). 2. Partner with PATHe finder counselor, Sandy DiCarlo (727-873-4728), and invite her to participate in the four freshmen parent nights. 3. Ensure that all freshman students are scheduled into AVID 1, Freshman Leadership, or JROTC 4. Review and revise Freshman Leadership curriculum
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Positive collaboration and relationships between school, family, and the community are critical to the school's success. Dixie Hollins High School plans to continue to build stronger relationships with families and community members by frequently reaching out to them through Connect Ed messages from the principal, phone calls, emails, monthly newsletters, flyers, advisory boards, and the school website. Parents and community members are welcome to visit our campus and are included as a vital part of our learning community. DHHS offers several opportunities for parental involvement such as Freshman Orientation, Back to School Night, parent/teacher conferences, monthly PTSA and SAC meetings, school performances, and athletic and club activities. Through the implementation of Restorative Practice, parents are invited to the campus to participate in the circles. Parents are also encouraged to serve as volunteers in numerous capacities, which include but are not limited to, chaperoning field trips. Lastly, parent input is solicited for school-based decisions through surveys, emails, phone calls, and face-to-face visits.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

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

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

Dixie Hollins HS supports incoming and outgoing cohorts of students by providing schoolwide academic initiatives (focus notetaking, organization) and life skills at each grade level. For incoming students, we host school fairs to share academic information with families. Coaches, club sponsors, and other extracurricular representatives are also present at the fairs to introduce families to the extracurricular opportunities on our campus. Administrators, school counselors, teachers, and the MTSS team does periodic checks on a consistent basis of student grades and attendance to ensure we are providing them with the resources they may need.

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

School leadership utilizes multiple sources of data to identify and align resources to meet the needs of all students including subgroups monitored by ESSA. Data sources include but are not limited to state/district assessments, attendance, discipline, demographic data, notebook grades, course history, GPA, and credits. School leadership meets regularly with the MTSS team, SBLT, CST and within PLC's to further review and analyze data. Data is used to implement standards based instruction that is differentiated to meet the needs of students. Furthermore, data is used to determine the effectiveness of programs, interventions, and supports in place to help students academically, behaviorally, and emotionally.

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

Dixie Hollins HS conducts grade level seminars and hosts College and Career Fairs, where we invite local colleges and the Armed Forces through our guidance department. Also, our school website includes pertinent information on college and career readiness and school counselors meet with students regularly regarding credit checks and future plans. Lastly, our Career Academies prepare students to earn Industry Certifications

Part V: Budget

1	III.A	Areas of Focus: ELA/Reading				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1031 - Dixie M. Hollins High School			\$0.00
			<i>Notes: School Advisory Council funds will be utilized to for teacher TDE's, materials, and incentives to support all areas of focus within the School Improvement Plan.</i>			
2	III.A	Areas of Focus: Mathematics				\$0.00
3	III.A	Areas of Focus: Science				\$0.00
4	III.A	Areas of Focus: Social Studies				\$0.00
5	III.A	Areas of Focus: Career and College Ready				\$0.00
6	III.A	Areas of Focus: Bridging the Gap (Black Student Achievement)				\$0.00
7	III.A	Areas of Focus: Bridging the Gap (Hispanic Student Achievement)				\$0.00
8	III.A	Areas of Focus: Bridging the Gap (ESE Student Achievement)				\$0.00
9	III.A	Areas of Focus: Bridging the Gap (EL Student Achievement)				\$0.00
10	III.A	Areas of Focus: Graduation Rate				\$0.00

11	III.A	Areas of Focus: Conditions for Learning	\$0.00
12	III.A	Areas of Focus: Attendance	\$0.00
13	III.A	Areas of Focus: Family and Community Engagement	\$0.00
14	III.A	Areas of Focus: Healthy Schools	\$0.00
15	III.A	Areas of Focus: Freshmen Transition	\$0.00
Total:			\$0.00