

Pinellas County Schools

# Dunedin Highland Middle School



## 2019-20 School Improvement Plan

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# Dunedin Highland Middle School

70 PATRICIA AVE, Dunedin, FL 34698

<http://www.dunedin-ms.pinellas.k12.fl.us>

## Demographics

**Principal: Michael Vasallo**

Start Date for this Principal: 7/10/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	61%
<b>2018-19 ESSA Subgroups Represented</b> (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 Pacific Islander Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C
	2016-17: C
	2015-16: C
	2014-15: B
	2013-14: C
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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**

Dunedin Highland Middle School will establish a close working relationship with our neighboring community, demonstrating pride and respect for diverse cultural and socio-economic backgrounds, striving for 100% student success. We look to be a leader in cutting-edge technology, research-based learning strategies, and professionally developed educators.

#### **Provide the school's vision statement**

Dunedin Highland Middle School will close the achievement gap and open new learning opportunities to ensure that all of our scholars are prepared for college and career success by providing a safe and respectful environment, inspiring excellence in educational practices and student achievement, and demonstrating pride in our school community.

### School Leadership Team

#### **Membership**

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

Name	Title
Vasallo, Michael	Principal
Principal	
Watson, Jenieff	Assistant Principal
Assistant Principal	
Alford, Calla	Assistant Principal
Assistant Principal	
Forbes, Nathan	Assistant Principal
Assistant Principal	
Clarke, Erin	Teacher, ESE
Teacher, ESE	
Corbett, Mary	Teacher, K-12
Teacher, K-12	
Earle, Kathleen	Teacher, K-12
Teacher, K-12	
Flannery, Kelly	Teacher, K-12
Teacher, K-12	
McDonnell, Katelyn	Guidance Counselor
Guidance Counselor	
Riquetti, Cesar	Teacher, K-12
Teacher, K-12	
Williams, Douglas	Teacher, Career/Technical
Teacher, Career/Technical	
Eggers, Melody	Teacher, K-12
Teacher, K-12	

**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	392	333	299	0	0	0	0	1024
Attendance below 90 percent	0	0	0	0	0	0	50	57	50	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	12	65	65	0	0	0	0	142
Course failure in ELA or Math	0	0	0	0	0	0	45	41	36	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	0	0	0	119	115	99	0	0	0	0	333
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	50	79	64	0	0	0	0	193

**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	8	14	3	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	5	7	5	0	0	0	0	17

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

57

**Date this data was collected or last updated**

Wednesday 7/10/2019

**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	329	313	369	0	0	0	0	1011
One or more suspensions	0	0	0	0	0	0	79	72	61	0	0	0	0	212
Course failure in ELA or Math	0	0	0	0	0	0	45	42	36	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	0	0	0	108	116	116	0	0	0	0	340

**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	74	80	63	0	0	0	0	217

## 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	52%	52%	54%	49%	50%	53%
ELA Learning Gains	54%	55%	54%	51%	50%	54%
ELA Lowest 25th Percentile	34%	47%	47%	35%	42%	47%
Math Achievement	55%	55%	58%	52%	54%	58%
Math Learning Gains	54%	52%	57%	54%	54%	57%
Math Lowest 25th Percentile	29%	46%	51%	32%	48%	51%
Science Achievement	48%	51%	51%	44%	52%	52%
Social Studies Achievement	60%	68%	72%	62%	65%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	392 (0)	333 (0)	299 (0)	1024 (0)
Attendance below 90 percent	50 ( )	57 ( )	50 ( )	157 (0)
One or more suspensions	12 (0)	65 (0)	65 (0)	142 (0)
Course failure in ELA or Math	45 (0)	41 (0)	36 (0)	122 (0)
Level 1 on statewide assessment	119 (0)	115 (0)	99 (0)	333 (0)
	0 (0)	0 (0)	0 (0)	0 (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
06	2019	53%	51%	2%	54%	-1%
	2018	48%	49%	-1%	52%	-4%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	49%	51%	-2%	52%	-3%



<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018	53%	48%	5%	51%	2%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
08	2019	51%	55%	-4%	56%	-5%
	2018	49%	55%	-6%	58%	-9%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	41%	44%	-3%	55%	-14%
	2018	31%	45%	-14%	52%	-21%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	60%	60%	0%	54%	6%
	2018	57%	59%	-2%	54%	3%
Same Grade Comparison		3%				
Cohort Comparison		29%				
08	2019	16%	31%	-15%	46%	-30%
	2018	17%	31%	-14%	45%	-28%
Same Grade Comparison		-1%				
Cohort Comparison		-41%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	45%	51%	-6%	48%	-3%
	2018	44%	53%	-9%	50%	-6%
Same Grade Comparison		1%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	59%	68%	-9%	71%	-12%
2018	61%	66%	-5%	71%	-10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	55%	39%	61%	33%
2018	92%	57%	35%	62%	30%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

**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	33	53	44	32	46	37	35	26			
ELL	24	48	40	32	33	27	12	28	62		
ASN	83	77		93	76		79	80	97		
BLK	20	34	25	24	37	20	15	25	71		
HSP	35	45	42	43	44	31	28	51	84		
MUL	52	52	29	45	42	25	43	40	88		
PAC	27	27		36	45						
WHT	73	66	38	74	67	45	72	86	89		
FRL	33	44	35	36	41	28	28	45	71		

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	20	35	26	27	44	34	19	46			
ELL	13	42	52	21	41	37	11	39			
ASN	82	61		92	84		92	96	93		
BLK	17	32	29	18	29	26	12	31	71		
HSP	33	47	45	38	46	36	33	48	93		

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
MUL	38	43	38	34	34	33	27	57			
PAC	14	55		27	46						
WHT	71	61	23	73	69	36	61	77	88		
FRL	29	40	35	32	41	30	25	44	76		

### 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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	10
Percent Tested	98%

#### Subgroup Data

##### Students With Disabilities

Federal Index - Students With Disabilities	37
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	34
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	84
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES

<b>Black/African American Students</b>	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	34
Pacific Islander Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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**

Our lowest data component last school year was our lowest 25% students. Many of these students on our campus are also students who are measured in our ESSA data (students of color, students with disabilities, students from low socio-economic backgrounds). These students are not progressing due to low expectations in their classes, a need for more culturally responsive teaching strategies, and the need for improved literacy skills.

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

Despite learning and proficiency gains in most of our academic areas, our greatest area of decline came in the learning gains of our students in the bottom quartile. These students are not progressing due to low expectations in their classes, a need for more culturally responsive teaching strategies, and the need for improved literacy skills.

**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**

Learning gains in our lowest 25% learners is the area of our greatest gap with the State Data. These students are not progressing due to low expectations in their classes, a need for more culturally responsive teaching strategies, and the need for improved literacy skills.

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

Science Achievement was the area of the greatest growth. This growth was attributed to a strong professional learning community, more explicit planning, evidence of culturally relevant strategies, and higher expectations for all students.

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

Two areas of concern based on the EWS data are the high number of students missing school and the high number of students at level one on state assessments.

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

Priority 1: High Expectations - Rigorous Instruction

Theory of Action: If we effectively plan instruction to ensure that all students reach the level of rigor that is required by the standards, then the number of students demonstrating proficiency on FSA ELA will increase, as will the number of L25 students making learning gains in FSA ELA.

Priority 2: Conditions for learning - Culturally Responsive Teaching

Theory of Action: If we effectively implement culturally responsive strategies which support conditions for learning, the number of minority students performing at proficiency on the FSA ELA Assessment will increase.

Priority 3: Professional Learning Communities - Stronger fidelity with Content PLC problem solving and action planning

Theory of Action: If we effectively implement Equity-Centered PLCs with more deliberate tracking and planning for our L25 and minority students, the number of L25 students making learning gains in FSA ELA and Math will increase.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Proficiency
<b>Rationale</b>	<p>Our current level of performance is 34% of our L25 students are making learning gains, as evidenced in the 2019 FSA ELA Reading and Writing Assessments. We expect our performance level to be 45% of our L25 Reading Students making learning gains by on the 2020 FSA Reading.</p> <p>Our current level of performance is that 52% of our students are reaching proficiency in ELA, and as evidenced in ELA FSA. We expect our performance level to be 57% by FSA 2020.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>The percent of all students who are L25 making learning gains in ELA will increase from 34% to 45%, as measured by FSA.</p> <p>The percent of all students who are making learning gains in ELA will increase from 52% to 57%, as measured by FSA.</p>
<b>Person responsible for monitoring outcome</b>	Jenieff Watson (watsonje@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</p> <p>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.</p>
<b>Rationale for Evidence-based Strategy</b>	Due to the number of students not making gains (review of FSA 2019 data), and students not working to full potential, it remains a priority for all content area teachers to incorporate reading and writing skills to enhance students' understanding of text.
<b>Action Step</b>	
<b>Description</b>	<p>ELA teachers will use common planning and content area meetings to collaboratively plan standard-based lessons, track students' progress, and review students' work</p> <p>ELA teachers will plan and execute rigorous standard-based lessons, so that students will read multiple texts and write paragraphs and essays to answer a question using research-based strategies</p> <p>Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.</p> <p>ELA teachers will plan for remediation if students have not mastered a standard taught and use unit assessments to confirm the mastery with all students</p> <p>ELA Lessons will be monitored to ensure standard-based instruction and task-standard alignment are accurate by administrators visiting classes and providing feedback to teachers.</p>

Conduct Professional Development for AVID strategies that promote rigor.

Monitor iReady usage to reach the goal of 45 minutes per week and 70% passing rate

ELA teachers will attend Core Connection training

Conduct regular, monthly, Professional Learning Communities (PLCs) using equity protocols and inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex texts.

**Person  
Responsible**

Kathleen Earle (earlek@pcsb.org)

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<b>#2</b>	
<b>Title</b>	Math Proficiency
<b>Rationale</b>	<p>Our current level of performance is that 29% of our L25 students are making learning gains in Math, and as evidenced in Math FSA. We expect our performance level to be 40% by FSA 2020.</p> <p>Our current level of performance is that 55% of our students are reaching proficiency in Math, and as evidenced in Math FSA. We expect our performance level to be 60% by FSA 2020.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>The percent of L25 students who are making learning gains in Math will increase from 29% to 40%, as measured by FSA.</p> <p>The percent of all students who are making learning gains in Math will increase from 55% to 60%, as measured by FSA.</p>
<b>Person responsible for monitoring outcome</b>	Michael Vasallo (vasallom@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Enhance staff capacity to implement standards based lesson plans at the appropriate level of rigor in alignment with district resources.</p> <p>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.</p> <p>Strengthen staff ability to engage students in complex tasks using scientific thinking skills at the appropriate level of rigor.</p> <p>Support staff and students to utilize data and implement specific action plans to address remediation needs.</p>
<b>Rationale for Evidence-based Strategy</b>	There is a lack higher order questioning and scientific inquiry incorporated into lessons. By ensuring more complex tasks, staff can challenge students to become more independent in their thinking, while aligning to the appropriate level of rigor of the standards. Greater exposure to complex tasks is needed for successful understanding of science concepts.
<b>Action Step</b>	
<b>Description</b>	<p>Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment(e.g., MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.</p> <p>Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data.</p> <p>Teachers will engage in Professional Development opportunities focused on AVID strategies and culturally relevant teaching and monitored through walk-throughs.</p> <p>Teachers will attend facilitated planning sessions offered throughout the school year.</p> <p>Support teacher/s to engage in purposeful, standards-based planning to meet the needs of all students.</p> <p>Support teacher/s to engage in common planning practices to organize</p>

students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

**Person  
Responsible**

Cesar Riquetti (riquettic@pcsb.org)

---

**#3**

**Title** Science Proficiency

**Rationale** Our current level of performance is 48% of our students are proficient, as evidenced in SSA 2019.  
We expect our performance level to be 53% by SSA 2020.

**State the measureable outcome the school plans to achieve**

The percent of all students reaching level 3 or higher on Science SSA will increase from 48% to 53%, as measured by SSA 2020.

**Person responsible for monitoring outcome**

Calla Alford (alfordcal@pcsb.org)

Strengthen staff ability to engage students in complex tasks using scientific thinking skills at the appropriate level of rigor.

**Evidence-based Strategy**

Support staff and students to utilize data and implement specific action plans to address remediation needs.

Staff will implement and design scaffolded instruction to meet the needs of all students using culturally responsive teaching strategies.

Strengthen expectations and engage students in complex tasks including higher order questioning and scientific investigation.

**Rationale for Evidence-based Strategy**

There is a lack higher order questioning and scientific inquiry incorporated into lessons. By ensuring more complex tasks, staff can challenge students to become more independent in their thinking, while aligning to the appropriate level of rigor of the standards. Greater exposure to complex tasks is needed for successful understanding of science concepts.

**Action Step**

Science teachers will use common planning time to collaboratively plan standards-based lessons.

Science Lesson Plans will be designed to ensure that the complexity level of the standards match the complexity level of student tasks and unit plans include opportunities for scientific inquiry supporting NOS standards.

**Description**

Unit mini assessments results will be utilized by science teachers and students, and student progress will be monitored within a data section of the AVID notebooks.

Teachers will engage in Professional Development opportunities focused on AVID strategies and culturally relevant teaching and monitored through walk-throughs

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent

questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex texts.

**Person Responsible** Kelly Flannery (flanneryk@pcsb.org)

**#4**

**Title** Bridging the Gap/Black

**Rationale** Our current level of performance is 20% of black students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 25%.

**State the measureable outcome the school plans to achieve** The percentage of black students reaching proficiency on FSA ELA will increase by 5 %.

**Person responsible for monitoring outcome** Michael Vasallo (vasallom@pcsb.org)

**Evidence-based Strategy** Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.

**Rationale for Evidence-based Strategy** Black students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the level of core instruction would more consistently reach the appropriate level of rigor, black student proficiency on the FSA ELA would increase.

**Action Step**

**Description** Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students. Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students. Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

<b>#5</b>	
<b>Title</b>	Conditions for Learning
<b>Rationale</b>	Our current level of performance in school-wide behavior is that 51% of our referrals are for Defiance or Class/Campus Disruption (1608 total occurrences), contributing to more than 1000 assignments to ISS or OSS. We expect our performance level to be reduced by 100 assignments to ISS or OSS.

**State the measureable outcome the school plans to achieve** The referral risk (percentage of students receiving referrals) of all students receiving referrals will decrease from 36% to 33%, as measured by the end of the year discipline data in the School Profile Dashboard.

**Person responsible for monitoring outcome** Jenieff Watson (watsonje@pcsb.org)

Strengthen the ability of all staff to establish and maintain positive relationships with all students.

**Evidence-based Strategy** Strengthen the implementation of research-based practices that communicate high expectations for each student.

Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

**Rationale for Evidence-based Strategy** Create an environment that is safe, supportive and respectful. Students and staff need to foster a growth mindset and maintain high expectations for all students. Restorative practices, such as the push in process, will facilitate maintaining positive relationships while increasing learning time for students and decreasing discipline consequence data.

**Action Step**

**Description**

One book one school concept to have a common message of kindness in our school

Deliberate teaching of schoolwide expectations during the first 7 days of school, and revisiting each quarter.

Ensure at least one staff member attends and becomes a certified Trainer of RP

Monitor and support staff with continuation of restorative practices/SEL practices including push-in strategy.

Consistently evaluate teaching practices and adopt a willingness to change in order to address the way in which students learn

Review student and teacher data for trends and next steps

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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<b>#6</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Our current attendance rate is 25% of our students miss 10% or more school days. We expect our attendance rate to decrease to 20% by end of the school year as we strengthen Child Study Team processes.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students missing more than 10% of school will decrease from 25% to 20%, as measured by attendance data in school dashboard.
<b>Person responsible for monitoring outcome</b>	Jenieff Watson (watsonje@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. Strengthen the implementation of Tier I interventions to address and support the needs of students.
<b>Rationale for Evidence-based Strategy</b>	The child study team will meet on a bi-weekly basis. We will also analyze and review our data for effective implementation of our strategies by reviewing it monthly in SBLT.
<b>Action Step</b>	
	Review attendance taking process and school-wide strategies for positive attendance with all staff.
	Teachers will take attendance during the first 10 minutes of class and will have one day to complete attendance. An attendance completion report will be run daily and monitored so that teachers can be advised to update/complete attendance by the end of the day.
	Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
<b>Description</b>	Develop and implement attendance incentive programs and competitions through PBIS. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. Review data and effectiveness of school-wide attendance strategies on a biweekly basis. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

**Person  
Responsible**

Jenieff Watson (watsonje@pcsb.org)

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<b>#7</b>	
<b>Title</b>	Family and Community Engagement
<b>Rationale</b>	Our current level of performance is 30%, as evidenced in school activities. The problem/gap is occurring because we need to search for methods in engaging with parents. If different methods of communication were used (i.e. skype, face-time, life-stream), the problem would be reduced by 20%.
<b>State the measureable outcome the school plans to achieve</b>	Our measurable outcome will be for 20% more of our families to participate in family relatable activities.
<b>Person responsible for monitoring outcome</b>	Jenieff Watson (watsonje@pcsb.org)
<b>Evidence-based Strategy</b>	Effectively communicate with families about their students' progress and school processes/practices.  Provide academic tools to families in support of their students' achievement at home.  Purposefully involve families with opportunities for them to advocate for their students.  Intentionally build positive relationships with families and community partners.
<b>Rationale for Evidence-based Strategy</b>	Based on parent attendance at parent events, we have found that parents are more likely to attend events before school or virtually.
<b>Action Step</b>	
<b>Description</b>	Ready REPs breakfast FSA night Steam Night Camp Highlander 6th grade Orientation Student Led Conferences TIPS night Community circles Re-integration Meetings Staff professional development on parent communication including parent phone calls and conference procedures Communicate processes and procedures Communicate mission and vision Offer ELP sessions in the community (e.g. Greenwood Rec Center)
<b>Person Responsible</b>	Jenieff Watson (watsonje@pcsb.org)

<b>#8</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	Our current level of performance is 2 out of six modules complete, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance level to be 6 out of 6 modules eligible for bronze by May 2020.
<b>State the measureable outcome the school plans to achieve</b>	Our school will be eligible in 6 out of 6 modules for bronze/ recognition by May 2020 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework
<b>Person responsible for monitoring outcome</b>	Laura Vaughan (vaughanl@pcsb.org)
<b>Evidence-based Strategy</b>	Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
<b>Rationale for Evidence-based Strategy</b>	The school has not had a consistent healthy schools team. If our healthy school team can meet consistently and monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.
<b>Action Step</b>	
<b>Description</b>	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 Assemble a Healthy School Team made up of a minimum of four Attend district supported professional development. Complete Healthy Schools Program Assessment Healthy Schools Team Complete the SMART Snacks in School Documentation Develop and Implement Healthy School Program Action Plan Healthy Schools Program Training Component #19545 Healthy School Team A: Assessment Component #19534 Healthy School Program B: Smart Snacks in School Component #19549 Healthy School Team C: Developing and Implementing Action Plan Component #20528
<b>Person Responsible</b>	Laura Vaughan (vaughanl@pcsb.org)

<b>#9</b>	
<b>Title</b>	Social Studies Proficiency
<b>Rationale</b>	Our current level of performance is 60% of our students are at level 3 or higher, as evidenced in Civics EOC 2019. We expect our performance level to be 70% by Civics EOC 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of 7th grade students performing at level 3 or higher on Civics EOC will increase from 60% to 70%, as measured by Civics EOC 2020.
<b>Person responsible for monitoring outcome</b>	Nathan Forbes (forbesn@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen teacher/s ability to engage students in complex task-target alignment.  Utilize standards-based data (Unit Assessments) to organize students to interact with content using differentiated/ scaffolded instruction to meet the needs of each student.  Strengthen staff practice to utilize questions to help students elaborate on content.
<b>Rationale for Evidence-based Strategy</b>	The problem/gap is occurring because scores have risen only incrementally over the last 3 years. If lessons were planned with purposeful alignment of task or assignment to target/standard, the appropriate level of instructional rigor would occur thus scores would increase on the Civics EOC.
<b>Action Step</b>	
<b>Description</b>	Utilize supplemental resources and integrate LAFS for Literacy to Social Studies content via Document Based Questions (DBQs) project materials.  Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.  Utilize district developed "writing in response to text" bell work exercises in Social Studies that practice and develop literacy skills.  Support staff and students to utilize data and implement specific action plans to address remediation needs.  Include AVID strategies daily to support student achievement at all levels.  Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

**Person Responsible** Mary Corbett (corbettm@pcsb.org)

## #10

**Title** College and Career Readiness

**Rationale**

Our current level of performance is full implementation, as evidenced in Academies of Pinellas Rubric 2020.  
We expect our performance level to be exemplary in all phases by the end of the 2019-2020 school year.

**State the measureable outcome the school plans to achieve**

The number of all students receiving technology certifications will increase from 313 to 340. Also, we will increase the number of students receiving the Microsoft Office Specialist (MOS) designation from 31 to 40, as measured by the end of the 2020 school year.

**Person responsible for monitoring outcome**

Nathan Forbes (forbesn@pcsb.org)

**Evidence-based Strategy**

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).

**Rationale for Evidence-based Strategy**

Our STEAM Advisory Board was established in 18-19. If we establish clear roles and responsibilities for members, our academy will be exemplary in all categories.

## Action Step

**Description**

Create a teacher planning committee in the STEAM Academy in 2019-2020 school year to include collaborative processes to enrich student experiences  
Move Advisory committee meetings to mornings and define roles for committee members  
Produce a STEAM Festival  
Plan a 6th grade portfolio/student led conference event  
Define roles for Community Advisory Board in the STEAM Academy .

**Person Responsible**

Douglas Williams (williamsdou@pcsb.org)

<b>#11</b>	
<b>Title</b>	Pacific Islander Students
<b>Rationale</b>	Our current level of performance is 27% of Pacific Islander students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 32%.
<b>State the measureable outcome the school plans to achieve</b>	The percent of Pacific Islander students performing at level 3 or higher will increase from 27% to 32% as measured by FSA assessments.
<b>Person responsible for monitoring outcome</b>	Michael Vasallo (vasallom@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p>
<b>Rationale for Evidence-based Strategy</b>	Pacific Islander students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the level of core instruction would more consistently reach the appropriate level of rigor, Pacific Islander student proficiency on the FSA ELA would increase.
<b>Action Step</b>	
	<p>Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.</p> <p>Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for Pacific Islander learners and increase the percentage of proficient students.</p>
<b>Description</b>	<p>Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.</p> <p>Ensure teachers have access to real-time data specific to Pacific Islander students in order to have effective data chats and targeted support for improved learning.</p>
<b>Person Responsible</b>	Michael Vasallo (vasallom@pcsb.org)

<b>#12</b>	
<b>Title</b>	Economically Disadvantaged Students
<b>Rationale</b>	Our current level of performance is 33% of economically disadvantaged students reaching proficiency, as evidenced in FSA ELA. We expect our performance level to increase to 38%
<b>State the measureable outcome the school plans to achieve</b>	The percent of economically disadvantaged students performing at level 3 or higher will increase by 5%.
<b>Person responsible for monitoring outcome</b>	Calla Alford (alfordcal@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students.</p> <p>Provide training for culturally relevant disciplinary practices and ensure strong implementation.</p>
<b>Rationale for Evidence-based Strategy</b>	Economically disadvantaged students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the level of core instruction would more consistently reach the appropriate level of rigor, Economically disadvantaged student proficiency on the FSA ELA would increase.
<b>Action Step</b>	
<b>Description</b>	<p>Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.</p> <p>Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for economically disadvantaged learners and increase the percentage of proficient students.</p> <p>Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.</p> <p>Ensure teachers have access to real-time data specific to economically disadvantaged students in order to have effective data chats and targeted support for improved learning.</p>
<b>Person Responsible</b>	Calla Alford (alfordcal@pcsb.org)

<b>#13</b>	
<b>Title</b>	English Language Learners
<b>Rationale</b>	Our current level of performance is 24% of ELL students performing at proficiency, as evidenced in ESSA Data. We expect our performance level to be 29% by Summer 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of ELL students performing at level 3 or higher on FSA ELA will increase from 24% to 29%, as measured by FSA ELA in Summer 2020.
<b>Person responsible for monitoring outcome</b>	Nathan Forbes (forbesn@pcsb.org)
<b>Evidence-based Strategy</b>	Enhance staff capacity to strategically plan and implement lessons which meet the needs of English Language Learners (ELL). Increase parent involvement and engagement.
<b>Rationale for Evidence-based Strategy</b>	As our ELL population grows, DHMS will make it top priority to provide learning opportunities for teachers and staff to implement effective instruction that engages English learners to advance learning and language development across all content areas.

**Action Step**

- Implement the EL Grading Policy schoolwide
- LY students should be matched to ELA teachers who have the capacity to support EL learning.
- ELL students should be classified according to needs.
- Provide support through Bilingual assistance in ELA classes to build capacity
- Teacher training on deliberate lesson planning to include planning and implementation of ELL strategies.

<b>Description</b>	Support and enhance students' learning for dually identified (ESE/ELL) students
	ELL students will be targeted and scheduled for Developmental Language Arts class to build language acquisition.
	ELL students will be targeted and scheduled for direct reading instruction through ESOL Reading class.
	Develop a plan for monitoring LF students' performance
	Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance

learning and language development across all content area

Target ELL students who are not scheduled in ESOL classes to take AVID

**Person  
Responsible**

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Margaret Litten (littenm@pcsb.org)



<b>#14</b>	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Our current level of performance is 21% proficiency, as evidenced in the 2019 Spring FSA ELA Assessment.  We expect our performance level to be 26% by the 2020 Spring FSA ELA Assessment.
<b>State the measureable outcome the school plans to achieve</b>	The percent of ESE students performing at a level 3 or higher will increase from 21% to 26%, as measured by FSA ELA assessments.
<b>Person responsible for monitoring outcome</b>	Nathan Forbes (forbesn@pcsb.org)
<b>Evidence-based Strategy</b>	Students requiring ESE services work towards mastery of Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).  Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/ disproportionate placement in ESE programs.
<b>Rationale for Evidence-based Strategy</b>	If students are scheduled and instructed in their Least Restrictive Environment, then scores on the FSA ELA should increase with proper supports for executive functioning and self-determination skills to enhance organization and self-advocacy.
<b>Action Step</b>	
<b>Description</b>	Implement a process for placing students requiring ESE services in master schedule first in order to optimize service delivery and focused clustering process to meet student needs (a support facilitator model that allows for both an ESE and classroom teacher in the classroom).  Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.  Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.  Use positive behavior supports including individual, class-wide and school-wide behavior plans.
<b>Person Responsible</b>	Erin Clarke (clarkee@pcsb.org)

<b>#15</b>	
<b>Title</b>	Gifted Learners
<b>Rationale</b>	Our current level of performance of our Gifted students scoring a level 4 or 5 on the Language Arts FSA was 82.7% and Math FSA was 87.2% in the 2018-19 school year. We expect our performance level to continue to be at or above the state average in the 2019-20 school year.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all gifted students reaching level 4 or higher on Language Arts and Math FSA will increase by 3%.
<b>Person responsible for monitoring outcome</b>	Calla Alford (alfordcal@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen staff practice to utilize questions to help students elaborate on content with depth and complexity. Support staff to differentiate instruction to meet the needs of every student.
<b>Rationale for Evidence-based Strategy</b>	Based on the Florida Frameworks for gifted learners, our Gifted services are intended to provide Gifted students an opportunity for maximum growth and are based on the depth of knowledge, questioning, research, critical and creative thinking, leadership, authentic products, and goal setting.
<b>Action Step</b>	
<b>Description</b>	Support teachers in strengthening their role as a Center for Gifted Studies teachers as reflected in the CGS Teacher Expectation Hand Out. Support teacher's ability to plan for tiered learning to utilize questions with varying depth of knowledge beginning with more rigorous questioning when appropriate to student autonomy. Teachers will attend professional development focusing on AVID, CRT, and Differentiation The Center for Gifted Studies will implement a new curriculum for the Advanced Academics coursework to better support gifted learners.
<b>Person Responsible</b>	Calla Alford (alfordcal@pcsb.org)

**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)**

Not applicable.

**Part V: Budget**

1	III.A	Areas of Focus: ELA Proficiency				\$3,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	1091 - Dunedin Highland Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: TDEs for all Professional Development</i>			
		330-Travel	1091 - Dunedin Highland Middle School	School Improvement Funds		\$250.00
			<i>Notes: Travel expenses for all professional development</i>			
		500-Materials and Supplies	1091 - Dunedin Highland Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: Copies, texts, AVID Notebooks, &amp; classroom supplies</i>			
2	III.A	Areas of Focus: Math Proficiency				\$0.00
3	III.A	Areas of Focus: Science Proficiency				\$0.00
4	III.A	Areas of Focus: Bridging the Gap/Black				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	1091 - Dunedin Highland Middle School	School Improvement Funds		\$800.00
			<i>Notes: Stipends for Camp Highlander 6th grade transition</i>			
5	III.A	Areas of Focus: Conditions for Learning				\$1,050.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		500-Materials and Supplies	1091 - Dunedin Highland Middle School	School Improvement Funds		\$500.00
			<i>Notes: Posters and banners for Tier 1 expectations</i>			
		500-Materials and Supplies	1091 - Dunedin Highland Middle School	School Improvement Funds		\$550.00
			<i>Notes: PBIS incentives to promote positive behavior</i>			
6	III.A	Areas of Focus: Attendance				\$0.00
7	III.A	Areas of Focus: Family and Community Engagement				\$0.00
8	III.A	Areas of Focus: Healthy Schools				\$0.00
9	III.A	Areas of Focus: Social Studies Proficiency				\$0.00
10	III.A	Areas of Focus: College and Career Readiness				\$0.00
11	III.A	Areas of Focus: Pacific Islander Students				\$0.00

<b>12</b>	<b>III.A</b>	<b>Areas of Focus: Economically Disadvantaged Students</b>	<b>\$0.00</b>
<b>13</b>	<b>III.A</b>	<b>Areas of Focus: English Language Learners</b>	<b>\$0.00</b>
<b>14</b>	<b>III.A</b>	<b>Areas of Focus: Students with Disabilities</b>	<b>\$0.00</b>
<b>15</b>	<b>III.A</b>	<b>Areas of Focus: Gifted Learners</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$5,100.00</b>