WELCOME TO

change

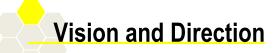# School Improvement Plan
2016-17

Dixie M. Hollins High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Robert Florio	SAC Chair:	Ms. Raquel Steiler

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

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2020	7.4%	13%	19%	5%	55%	%

School Grade	2016: C	2015: C	2014: B	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	43%	42%	20%	28%	56%	59%	54%	53%			77.9%	78.96
Learning Gains All	33%											
Learning Gains L25%	23%											

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Robert	Florio	FT	1-3 years
Asst Principal	Luke	Kademoff	FT	1-3 years
Asst Principal	Mary	Taylor	FT	4-10 years
Asst Principal	Lisa	Sinatra	FT	4-10 years
Asst Principal	Eric	Zebley	FT	4-10 years
Instr. Coach (literacy)	Chiquita	Godwin	PT	Less than 1 year
Instr. Coach (math)	Lisa	Greco	PT	Less than 1 year
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 94		**Total Support Staff:** 46		

School Culture for Learning

Connections: **District Strategic Plan** ●**Goals 2, 3**
Marzano Leadership ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Dixie provides a safe, secure and healthy learning environment by ensuring adherence to the district's and school's expectation for behavior. We provide PD to teachers, hold assemblies with students, and communicate to families what those expectations are. We also have a referral process with consistent consequences. We have systematic PBS rewards for students who meet expectations

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> We provide PD during staff meetings, we send emails to staff outlining the expectations, and administrators monitor classrooms to provide feedback to teachers concerning their classroom management in relation to the expectations.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> We collect and communicate data to all staff. We have a weekly MTSS team work weekly to discuss, analyze, and generate solutions to the issues our schools face. Our counselors recognize students monthly from teacher recommendations for students who exhibit positive character qualities. Posters of Character Education are posted in classrooms for the Character of the month.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> MTSS and CST teams meet weekly and identify students who need tier 2 and 3 supports. Social worker, psychologist, ESE specialist, and administrators are assigned tasks to implement and communicate supports for those students. Meeting with students and parents are held as needed to initiate supports. Individual and group counseling, FBA, Safety plans, mentors, and other supports are assigned as needed. Teachers are made aware of the plans and supports and are given guidance as to how to implement accommodations in the classroom.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

> Trend and individual student data are collected weekly on prescribed goal alignment-attendance, grades, and referrals. We identify the students who need supports and assign individuals to provide those supports. We use Focus reports, the school's dashboard, and classroom baseball card data to identify the needs. The MTSS, CST, and teachers generate action plans to improve those identified data points for individuals and school wide

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Administrators monitor classrooms for rigor, lessons aligned to curriculum, effective instructional strategies, and goals and scales to track student performance. Feedback is provided for enhancing student performance, success plans are written for teachers not meeting expectations.

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: To reduce the percentage of 9th and 10th graders who have below a 2.0 GPA and over 10 referrals

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Align school expectations with the district's code of conduct. • Educate staff and students on the expectations. • Provide a safe, secure and healthy learning environment where optimal student success can be focused upon • Create a positive behavior system and consequences for not meeting expectations consistently.	Robert Florio – Principal Assistant Principals MTSS Team CST Team

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.

Goal: We will reduce discipline and learning gaps between black and non-black students by identifying the students who are at risk by 50%.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Weekly data chats with students • Use community resources to support the students • Assign peer and adult mentors • Monitor data weekly	Assigned Teachers Robert Florio, Principal Robert Florio, Josh Estremera MTSS/CST Teams

Standards-Based Instruction for Learning

Connections:	**District Strategic Plan** ●**Goals 1,2,4,5**
	Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

- We use a vertical integration approach – where the Principal as the primary Instructional Leader reviews standards and meets with Department Leaders of each content to ensure that the standards are known, articulated and disseminated to all staff. Weekly walk throughs by content specialist and Administrators insure that the standards are being taught.
- Increase the percentage of aligned standards-based instruction and tasks, rigor and student-centered learning as measured by ISM visit data collection
- Academic Rigor and student engagement is taught, discussed and designed in professional development opportunities and trainings on and off site
- We have seen improvement in our overall FSA ELA scores and in our Algebra 1 scores. Classroom teachers use formal and informal assessments, cycle assessments through Performance Matters and FSA and EOC data to determine our level of success

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

- Increase the percentage of aligned standards-based instruction through student centered learning and collaboration
- Increase professional development on site that addresses student engagement and rigor by providing teachers with specific content, skills and activities they can implement in their classrooms and monitor for success
- Incorporating AVID strategies across all content areas – by utilizing AVID teacher experts to lead professional development opportunities for teachers
- Data was used from instructional walkthroughs collected during observations recorded in iObservation

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

- Teachers used professional development on and off site on Marzano's goals and scales to implement this methodology into their classroom as a means of monitoring student progress toward learning goal anchored to a specific standard
- Teachers utilize data collected in ISM visits to adjust curriculum and instruction
- Teachers utilize data from Administration informal observations to adjust, modify and improve upon instruction
- Teachers use formative assessments aligned to Florida Standards in ELA, math and science at all levels by collecting data using cycle tests
- Teachers use common planning during PLC's to discuss student work, cycle assessment data, look for areas of strengths and weakness and gaps to modify, differentiate and drive instruction
- Administration analyze the pre/post assessment data of Summer Bridge to assess students' academic growth throughout the summer

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

- Utilize CPR (Connecting Pupils to Resources for 9th and 12th grade – by identifying at risk population in that co-hort and meet with them monthly to provide support, motivation, study techniques, mentors, tutoring, and connect them to any and all resources they need for success
- Target incoming at risk 9th graders and monitor 9th graders that are failing any core subject area course and meeting with those students to connect them to mentors, counseling, and tutoring and extra help in our ELP after school program.
- Utilize MTSS team and identify at risk incoming 9th grade population and make parental contact and meet with student and parent to review and implement academic success plan.
- Increase enrollment by identifying students in need of enhanced learning opportunities, tutoring and credit recover in Summer Bridge
- Use AP Potential list to place students in academic challenging and enriching courses to ensure rigor, relevance and achievement of students

⬡ **Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1

- Incorporate AVID strategies and best practices school wide by offering professional development taught by AVID lead teachers such as : Gallery Walk, Socratic Seminar and Cornell notes
- Use strategy walks during teacher's planning periods to observe AVID best practices. Teachers will share AVID strategies they are using for week on community board in Media Center and electronically. Teachers will pick a class they want to observe and complete a instructional rubric, of what they witnessed, feedback for the teacher and information on how they will incorporate strategy into their content and class room.
- Provide demonstration classroom where best practices in classroom management, goals and scales, collaboration, differentiation and use of technology can be viewed, witnessed and put into practice

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
- Data will be collected when teachers submit instructional rubric on AVID strategies they witnessed and are incorporating - Formal surveys will be given to staff throughout the year (one each quarter) to gauge AVID strategy comfort, implementation and effectiveness	- Assistant Principals - Robert Florio, Principal

Instructional Strategy 2

- Improve school wide Literacy by asking all teachers across all content areas outside of ELA to read and ask questions that ask students to site text based evidence
- Have Literacy Coach provide school wide professional development in writing standards based goals and scales and how to implement content relevant reading into all subject areas
- Provide Behavior and class room management training on site throughout the year for all teachers. Require specific teachers that are struggling with class room management and engagement to receive training in CHAMPS method of management

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected by ISM visitation data, Assistant Principal informal and formal observations	- Assistant Principals - Principal, Robert Florio

Instructional Strategy 3

Provide demonstration classroom where best practices in classroom management, goals and scales, collaboration, differentiation and use of technology can be viewed, witnessed and put into practice

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will be given a rubric where strategy, concept or activity was observed that they implemented. Teacher will rate the level of success of implementation and turn in information to supervising Administrator	- Assistant Principals - Principal Robert Florio

Collaboration for Professional Growth

Connections: **District Strategic Plan**   ●**Goals 1,2,4,5**
Marzano Leadership   ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

- We have established a program called Awesome Appreciation to recognize outstanding work by a fellow colleague, faculty or staff member. Teachers or staff fill out a nomination slip recognizing the positive contributions a colleague has made and then that person receives a certificate suitable for framing, a giant size chocolate bar and is recognized at our monthly faculty meeting in front of their peers
- Increase staff communication through weekly updates so that all staff, teachers and support are aware of what is taking place in our school classrooms and facilities.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

- All FSA/EOC course teachers have scheduled common planning to collaborate, develop curriculum and instruction and review data to drive highest student achievement

⬡ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

- Professional Development on incorporating Marzano goals and scales were implemented during pre-school, during PLCs and were offered on and off campus. By the end of the year over75% of our staff were implementing and using goals and scales in their class rooms.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID Summer Institute	Summer	AVID teachers, Principal	Incorporate AVID strategies throughout our content areas through AVID lead teacher professional development
PEAK – Spence Rogers	Summer	A lead teacher from four major disciplines: Science,	Incorporate PEAK strategies in content areas to

		Language Arts, Mathematics and Social Studies	improve student engagement, rigor and results
Book Study on book Grit by Angela Duckworth	Summer and Pre-School	All teachers and staff	To incorporate strategies of persistence, clarity and engagement in all classrooms to improve student achievement, attendance and graduation
CHAMPS Class room Management	Pre-School and throughout year	All teachers during pre-school – targeted teachers as part of their growth plan throughout the year	To improve classroom management and engagement in all class rooms
Strategy Walks	Once every quarter	Instructional Staff	Demonstrate best practices at DHHS

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

- Conduct Parent University evenings once a quarter or four times a year to disseminated information to parents on graduation, ELP, Tutoring, college admissions, SAT/ACT/PERT and financial aide
- Hold Community forum and summit at Kenneth City Town Hall for parents to learn about our school, programs, curriculum, athletics and to ask questions and receive support
- Quarterly newsletters with information
- Academy open house every semester
- Develop Academy booster club and meetings for parents to learn about what is transpiring and taking place within our academies and what are the needs of the academies
- Coffee talk – morning coffee and talk with the Principal in his conference room

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

- Utilize our website to provide information and links to FSA/EOC, HS graduation requirements, financial aid information, information on Summer Bridge, Adult Education, tutoring and credit recovery
- Host Community Bonanza's where Guidance Counselors, Administrators and teachers avail themselves to answer questions about student's academic, attendance and test performance and provide resources and aide to assist in improving expected outcomes

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☒	☐	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.
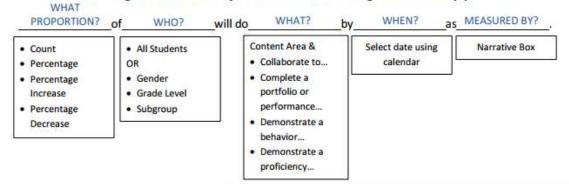
⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: To involve more parental involvement and engagement in student's education outcomes by providing ample opportunities for parents to come to school to meet with school personnel for information, resources, strategies and assistance	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Holding regular and routine Parent Community Events	Robert Florio
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase our connection and outreach to Kenneth City by hosting community information events at their town hall	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Scheduling town hall meetings at Kenneth City Town Hall to increase community presence and to meet stakeholders where they are at	Robert Florio

⬡ {Section 2} – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

WHAT PROPORTION?	WHO?	Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
• Increase our ELA/Reading proficiency in 9th and 10th grade 10%	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
• Utilize ELA/Reading PLCs and alignment of 9th and 10th grade Reading to 9th and 10th grade ELA for teachers to review benchmark testing using performance matters • PD on Core Connections, Just-in-Time as well as the implementation of workshop model in reading classrooms	• Through regular and routine formative assessments to differentiate instruction • Review of cycle test data in performance matters
• Ensure standard based curriculum is being taught and differentiated instruction is used for remediation and enrichment	• Review of cycle test data in performance matters

Mathematics Goal	Goal Manager: Mary Taylor
Increase students' proficiency on Algebra 1, and Geometry FSA benchmarks by 10%.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
• Baseline testing using performance matters • 2 quarterly benchmark assessments prior to FSA assessment	• Benchmark growth after developing lessons specific to benchmarks with lowest proficiency
• Benchmark instruction and assessments. • Students track their progress using their assessment data.	• Improved proficiency at each benchmark assessment.

Science Goal	Goal Manager:

• Increase student's proficiency on Biology EOC 10%	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
• Baseline testing using performance matters • Quarterly benchmark assessments prior to EOC assessment • Increased amount of lab activities and project based learning opportunities	• Reviewing cycle assessment data to improve gap remediation • Instructional informal observations and shared student work during PLC

⬡ Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career-Technical and Social Studies	**Goal Manager:** Christy Rabich Culinary and Carter Waterkeyn Social Studies

Actions / Activities in Support of Goal	Evidence to Measure Success
• Recruit parents and community to participate in advisory board for Culinary Arts	Increase the number of active members by 50%. Raise the number from eight to 12 members with real world culinary experience
• Increase our Social Studies achievement on End of Course Exam to 60% of our students reaching satisfactory.	Plan student collaboration and accountable talk; building common assessments to monitor student progress between cycle assessments; Data chats with students with structure support for weak ar

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career-Technical	**Goal Manager:** Michael Pineda

Actions / Activities in Support of Goal	Evidence to Measure Success
Goal to have 100% of our Academy of Entertainment Arts program graduates apply to St. Petersburg College within their senior year of school by devoting school time to have everyone complete the application as a class	Host two college readiness evening sessions for our seniors and parents in the Fall and Spring Semesters. Students will be monitored to ensure they have

	applied to the college in one of the sessions
Goal to have 50% of our Academy of Entertainment Arts graduates apply to a post-secondary school within their senior year	Utilize class time to have students create college board account and apply to a College and or University

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Cambridge	**Goal Manager:** Lisa Sinatra

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Increase incoming students for Class of 2020 to 100 students	We will increase our marketing efforts and community outreach through, open house, tours and media presence. We will review application numbers through our District Application Program monitoring system.

🔵 Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Mary Taylor and Robert Florio
Increase the number of African American students who score on or above grade level on the Florida Standards test and End of Course exams in reading, math and science by 5 %	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
• Provide MTSS support, mentors, tutoring, and other research based strategies to increase academic achievement for this sub-group of students • Target and increase the number of black students taking honors or advanced academics by 10% • Manage and monitor the 47 black students in our 2017 graduation cohort and work with the 31 students at risk for not graduating by meeting with these students one on one. Connecting each student to a faculty mentor	• Cycle assessment data using Performance Matters
• Eliminate the graduation gap between black and non-black students by aligning Guidance Counselor, Assistant Principal and Principal to forensically oversee all data points within this subgroup and ensure any student off track receives, tutoring, access to ELP, Grad Point and mentor/coaching	• APC with help of Senior Guidance Counselor monitor senior co-hort to ensure on track grad rate mirrors all students

Subgroup Goal (ELL)	Goal Manager: Iliyana Vassileva ESOL Department Head
Increase the number of ELL students who score on or above grade level on the Florida Standards test and End of Course exams in reading, math and science by 10%	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
• Provide baseline testing and provide support through extended learning, tutoring and mentoring for each student below proficiency	• Cycle assessment data using Performance Matters

Subgroup Goal (ESE)	Goal Manager: Cynthia Mucerino ESE Department Head
Increase the number of ESE students who score on or above grade level on the Florida Standards test and End of Course exams in reading, math and science by 10%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
• Provide baseline testing and provide support through extended learning, tutoring, support facilitation and mentoring for each student below proficiency	• Cycle assessment data using Performance Matters

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager: Elaine Mancuso
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation	

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator*	Grade	Grade	Grade	Grade	Grade	School

(Number of students by grade level)	9th	10th	11th	12th	Select	#	%
Students scoring at FSA Level 1 (ELA or Math)	248	233	289	105	Click here to enter text.	875	48%
Students with attendance below 90 %	189	175	149	198		711	41%
Students with excessive referrals**	28	31	7	2		68	4%
Students with excessive course failures**							
Students exhibiting two or more indicators							

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Improve our overall attendance rate to 92%	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
• Create and monitor data base that tracks student attendance. Identify students with high absenteeism and follow up through MTSS with specific Administrator, Guidance Counselor to make parent contact, student contact and provide necessary supports and interventions.	• Track and monitor student attendance through Child Study Team
• Utilize coffee cart in mornings and at lunch to motivate students to come and stay in school. Use as positive support – provide teachers coffee coupons to utilize with students who have good attendance	• Track and monitor daily, weekly and monthly student attendance reports

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Increase the percentage of students in grades 9-12 who have 90% daily attendance rate by 10%	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Implement school data base to increase monitoring of attendance, making sure teachers are taking accurate attendance and look for and target anomalies	Reduce the amount of students who are at risk for attendance through MTSS data
Decrease the percentage of students in grades 9-12 who earn 10 or more referrals by 5%	

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Decrease the percentage of students in grades 9-12 who earn 10 or more referrals by 5%	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Utilize Tier 2 interventions maintained by both Assistant Principal and Guidance Counselor. Paired by alphabet to work as a team	Reduction of behavior referrals of at risk students through MTSS data
Reduce the amount of defiance and lack of cooperation referrals by 10%	Utilize Professional development on site and recommend off site professional development for teachers to increase classroom engagement and build positive culture

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Our school offers after school credit recovery and course tutoring every Monday through Thursday from 2:15 through 4:14 for all core subject areas. We offer credit recovery Algebra I EOC during our Summer Bridge Program. We offer Grad Point grade forgiveness and credit recovery every day through our Adult Education Center starting at 2:30 pm. Any student who is a level 1 Math student takes Algebra 1 in a double block setting to slow the pace and increase the amount of time to master key concepts. All students 9-12 who have not met the grade level or graduation requirement for FSA/ELA is scheduled in a period of Reading for College Readiness or a double period of Intensive Reading (180 – if in 9th grade). An Alternative Bell Schedule is offered each date from 2:00 pm to 6:00 pm for any students who have been temporarily assigned out of school suspension

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Goal: Decrease the percentage of students in grades 9-12 with excessive core failures from 10% to 5%

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Utilzie Peer mentors to tutor and counsel	Mentor/mentee log sheets documenting meeting time, dates and outcomes
Tier 2 academic interventions will be initiated and maintained by MTSS team and academic coaches in ELA and Math	Course data in FOCUS every quarter and semester

{Section 3} – Required Items / Resources

⬡ **Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	103	% with advanced degrees	48%
% receiving effective rating or higher	90%	% first-year teachers	5%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	33%
% certified in-field**	98%	% with 6-14 years of experience	42%
% ESOL endorsed	10%	% with 15 or more years of experience	20%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

When teaching vacancies occur the principal communicates the opening, secures quality candidates for interviews, interviews the candidates with a panel of staff members, and recommends the best candidate to our human resources department. The principal (or designee), along with the respective subject area department head, support each new staff member to ensure he/she receives the necessary support for retention

⬡ **SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Robert	Florio	White	Principal
Margaret (Maggie)	Clark	White	Support Employee
Midge	Silk	White	Parent
Janet	Ruffin	Black	Parent
Tara	Webster	White	Parent
Nidia	Quartararo	Hispanic	Parent
Efrem	Sanchez	Hispanic	Parent
Raquel	Stiehler	White	Parent
Kelli	Barr	White	Parent
Theresa	Amico	White	Parent

⬡ **SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes ☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Robert C. Florio

State Days / Intervals that Team meets below.
Our MTSS team meets every Monday at 9 am. School based administration team meets directly after the MTSS meeting. Data is reviewed with regular topics, of attendance, behavior and grades reviewed weekly and specific topics, grade level analysis and student specific analysis targeted weekly

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Dixie Hollins H S will use the school improvement budget to provide supplemental support and learning opportunities and resources to students and teachers. The School Advisory Council (SAC) will review the overall student and instructional needs and allocate funding based on those needs. Funds will be used to improve the quality and efficiency of resources in our classrooms to improve student achievement.

Use this space to paste budget, if desired.