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**change**



# **School Improvement Plan 2016-17**

## **Dunedin High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Kyle R. Johnson	<b>SAC Chair:</b> Amanda Bowman
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The Mission of Dunedin High School is to prepare students for post-secondary opportunities while assisting students to develop integrity, respect, and social responsibility.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1467	3%	14%	17%	4%	62%	%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> B	<b>2014:</b> B	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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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	36	48	25	29	52	59	64	66	54	45	85	85
Learning Gains All	29		28									
Learning Gains L25%	25		32									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kyle	Johnson		1-3 years
Asst Principal	Nicole	Gallucci		1-3 years
Asst Principal	Stephanie	Davis		1-3 years
Asst Principal	Holly	Oakes		1-3 years
Asst Principal	Matt	Warner		1-3 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	78	<b>Total Support Staff:</b>	55	



# 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).

Changing focus to making everything relate to 100% student success.

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?

Appropriate expectations for each common-area (i.e., cafeteria, media center, courtyard, etc.) are prominently displayed in each area. Students have been made aware of these expectations through grade level assemblies, school wide announcements, and consistent and positive reinforcement by administrators in their assigned supervision areas. School wide expectations are also communicated on the website, on social media, at grade level assemblies, at new student/freshman orientation, at back to school night and by automated phone calls. Classroom expectations and rules, which align with the school-wide GFS expectations, have been clearly identified by teachers and are prominently displayed in each classroom. Teachers have communicated their classroom expectations and rules through inclusion in course syllabi and covering classroom policies and procedures in the opening weeks of school. Equity in handling student behavior is ensured by strict adherence to the school wide discipline plan and regular communication between all members of the school leadership/discipline/administration team.

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.

1. Best practices in instructional assessment and intervention are followed.
2. Student progress is accurately considered within the context of student progression in their grade cohort.
3. Parents will be informed and encouraged to participate in all aspects of their child’s educational program.
4. Students will know and abide by the school's expectations.
5. A strong knowledge of the school mission and vision will be established.
6. Core values and the setting of goals will be established.
7. Character Education will be used to help students make good choices and decisions.
8. Available resources and services will be used.

## 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?

Dunedin High School ensures the social-emotional needs of all students are being met by providing a wide variety of extra-curricular activities which promote a healthy self-image. One such organization is the Best Buddies Program. Another is the Dunedin High School Step Team. In addition, organizations such as 5,000 Role Models, Dedicated Ladies of Dunedin, and SADD (Students Against Destructive Decisions) aid in fostering student-staff relationships. In the first days of school, teachers are strongly encouraged to build relationships with all of their students. Furthermore, Dunedin High School offers students assistance in meeting their social-emotional needs through the use of teachers, guidance counselors, Behavior Specialist, ESE case workers, school social workers, a school psychologist, an ESOL associate, and other student services specialists. Each student has a counselor who works closely with the administration to keep them abreast of various issues that arise with students. When needed, the school’s social worker and psychologist are consulted. Periodically, outside services are suggested as needed by the school based leadership team.

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).

Our school monitors progress in a variety of ways- through weekly administrative team meetings, regular meetings of the Child Study Team, attendance team (Check and Connect), behavioral committee and MTSS team. Data sources used are step zero, baseball card, Filemaker pro, the data warehouse, performance matters, Decision Ed and reports from FOCUS.

**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?

Rigorous and equitable expectations are expected of all staff members to ensure the success of all students. Positive Supports- Behavioral Interventions- and learning opportunities have been put into place at our school and are an expectation of all staff members.

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: We would like to decrease students absent by 20% or more by 50% to have 100 or less students with 20% or more days absent.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We are implementing ‘Check and Connect’ and have a solid Tardy Policy- but when students reach the point of excessive tardies (9 or more in a grading period)- this sometimes causes students to miss classes altogether- and increase our rate of absences. We are looking at a plan to have all students report directly to first period with no fear of being sent to ISS for the period to reduce absenteeism. Once students are on campus for periods 2-7 we will decrease the number of allowable tardies before consequences begin from 9 to 5. OSS/ABS will not be a result of tardiness or absenteeism.	Attendance Team & Admin. Team CST and Check and Connect team
<b>Goal 2:</b> 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: The present graduation rate for African American students is 38%. We would like to improve this percentage to at least 50% or higher by the end of the 2016-17 school year. We also aim to continue reduce the discrepancy in the number of referrals written for blacks vs. nonblack students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will continue to reach out to youth to join and expand our already existing programs like 5000 Role Models, the STEP team. DHS is planning to start a ‘senior safety net’ program- to link up seniors in danger of not graduating to teachers who would check in with them on a weekly basis to keep them on track for graduation with a goal of an 87% graduation rate.	MTSS Team/Admin. Team/Behavior Specialist
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
We would like to continue to decrease the number of disciplinary referrals from 1514 issued to 263 students by 10%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Anger management workshops, conflict resolution professional development. An updated discipline plan with clear and concise consequences for behaviors.	Discipline Committee/Admin. Team



# 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?

At Dunedin High School, teachers are teaching to state standards with increased academic rigor and moving towards highest student achievement and engagement. Administrators are monitoring teachers through observations so that Goals and Scales are incorporated into lesson plans to reflect the state standards. Together teachers, district specialists and school administrators will be drilling down into Progress Matters and Write Score data to make sure the state standards are being taught and understood by the students at a level of rigor that will have the students making learning gains. We saw a drop in our FSA scores and state EOC scores last year and will focus on those as areas for improvement.

**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?

Areas that need to be improved upon are our scores on the FSA ELA 9, FSA ELA 10, Algebra I EOC, Geometry EOC, US History and Biology EOC.

**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 have been instructed in various ways to access information from FOCUS, school trend reports, CIMS, Write Score, baseball card and Performance Matters. Using this data the teachers meet in PLCs to discuss and collaborate on how to develop and deliver lessons and scales that will increase student growth toward meeting state standards. By drilling down into this data together and with assistance from the curriculum area coaches they can see areas where students need additional instruction. The lessons and delivery are monitored by administration during walkthroughs and both formal and informal observations.

**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).

Our Freshmen students sometimes need help making the transition from one level to the next and an often find themselves falling behind academically and needing support. We have put in place a New Student Orientation day where the students new to DHS come and spend a half a day with administrators, counselors, teachers and upper classmen to help ease the transition to a new school. We also do a New Parent Night where we meet with the parents, let them see the school and ask any questions they have to administrators, teachers and students. All organizations such as Band, NJROTC, athletic teams etc. have put in place a system where upper classmen mentor Freshmen students in that organization. Dunedin High School offers Extended Learning Program (ELP). Students in the ELP program stay after school for additional opportunities for credit recovery and grade forgiveness. Students can enroll in virtual school through Pinellas County and the State of Florida for enrichment courses as well as remedial courses. Grad Point classes during the Summer Bridge program (Summer School) and during the school day is another opportunity for students to grade forgive classes and credit recover classes. The teachers know our goal is to have no student fail any class so ultimately do not need to offer Grad Point classes. At the 4 week mark in a quarter all teachers are to contact the parent of any student that is failing their class and work together with that parent to get the student on track to pass the course. At the end of the first quarter any student that is failing a class will have their parent contacted by a counselor or an administrator in order to develop a plan for the student to be successful. These students will be monitored by the administrator or the

counselor. If there is no improvement the administrator will have the parent come in for a face to face parent, student, and administrator conference.

**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.

<b>Instructional Strategy 1</b>	
The Homework Help Club	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
At the half-way point of each marking period, teachers will review their data and provide assignments to students whose grades reflect a D or F. These assignments will be given as recovery work to amend those grades. Data is collected through weekly attendance. At the end of the marking period, teachers will be able to assess the completion of said assignments and the resultant grade improvement.	Kyle Johnson, Principal, Nicole Gallucci, Assistant Principal
<b>Instructional Strategy 2</b>	
Extended Learning Program	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through the monitoring of the Gradpoint Program, which allows highly-qualified teachers to see at any point how far students have progressed to credit recovery. We are adding to the ELP program a course to allow student to afterschool earn ½ credit and earn their Microsoft Bundle certification	Kyle Johnson, Principal Nicole Gallucci, Assistant Principal Linda Truelson, Gradpoint Site Administrator
<b>Instructional Strategy 3</b>	
Saturday Study Sessions	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data from AP, ACT, and SAT practice tests is collected and analyzed to predict student success rates. Actual test results from those students participating in the study sessions are analyzed to determine the effectiveness of the Saturday Study Sessions.	Kyle Johnson, Principal Nicole Gallucci & Holly Oakes Assistant Principals



## 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.

The School Based Leadership Team looks at data from multiple sources for input including the last Advance Ed survey, parent surveys and staff surveys. They also get input from various committees like the Literacy Team, Child Study Team, MTSS Team, Attendance Team and Behavioral committee to ensure that all stakeholders have input on the decisions being made at Dunedin High School. These teams work together to develop a School Improvement Plan that is responsive to the needs of all students. Input is not only encouraged from staff, but also from students and community members in the form of Student Advisory Committees and Community Advisory Boards. Goals are discussed and adapted to ensure they meet the needs of all students.

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.

Dunedin High School supports teacher collaboration and has reorganized the PLC structure for greater efficiency, accountability. The school schedule provides time for teachers to collaborate and review student data. Teachers are encouraged to be actively involved with the PLCs which are monitored by administration through review of minutes and attending PLCs. Departments are encouraged to participate in the Professional Development that is provided county-wide to enhance curriculum. Administration recognizes the value of collaboration and Professional Learning Communities and makes the most of time after school and on professional planning days.

**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?

The focus areas for teacher professional development this year included Marzano’s instructional design with an emphasis on creating goals and scales in alignment with standards being taught.

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?
True Colors	Pre-School/School Yr	Faculty	Higher graduation rate
Marzano Goals and Scales	Pre-School/School Yr	Faculty	Improved instruction and learning
Unpacking and Drilling Down into the standards	Pre-School/School Yr	Faculty	Improved instruction and learning

Data indicates faculty needs more training and assistance on drilling down into the cycle assessments	School Yr	Faculty and administration	Higher rate of students passing the FSA?ELA and the state EOCs



## 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).

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

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

**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.

Parent and family involvement is a critical component of an effective school. It is not a substitute for high quality educational programs, effective instruction or systemic research-based school improvement. Parents contribute most effectively to improved student achievement and school effectiveness when they are treated as equal partners and given needed information in a timely manner. Schools that work well with families improve teacher morale and engender more teacher support by parents. When parents receive frequent and effective communication from a school, their attitude about the school is more positive and their involvement increases. A school’s practices to inform and involve parents are strong



determinants in the frequency and quality of parent involvement. There are many different ways for schools to involve parents in their child’s education. To have long-lasting results, parent and family involvement activities must be planned, continuous, inclusive and comprehensive. Dunedin High School would like to support families in how to interpret and use student data through data chats at SAC and PTA meetings and regular parent conferences.

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Have parents become more involved in their child’s education	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parent evening sessions to assist all levels of parents better understand what their child is learning. For parents of our AP students, L-25 students Fundamental students and Academy students	Administration and Faculty
<b>Goal 2:</b> 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 the public’s knowledge about the school	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Once again have the Dunedin Showcase of schools.	Kyle Johnson
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

**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?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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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.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Amanda Mitchell, Nicole Gallucci		
Increase by 14% the number of students passing the FSA-ELA. Increase the learning gains on the FSA-ELA by 10% by all students and L-25 students.			
<b>Actions / Activities in Support of ELA Goal</b>		<b>Evidence to Measure Success</b>	
Use of the RI and Write Score formative assessment data to make lesson plans and drive instruction. Bring in the district specialists to help drill down into the data.		Increase 14% of students passing the FSA ELA to 50% and increase those making learning gains to 39% and learning gains on to our L-25 to 35%	
Implementation of Core Connections lessons		Core Connections will take place three times for new ninth grade teachers, three times for returning tenth grade teachers, and one additional time for returning tenth grade teachers. Ninth and tenth grade teachers will complete the lessons in e-learning that are attached to these trainings and will bring student samples of work to them.	

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Stephanie Davis, Laura Sullivan		
Increase by 10% to number of students passing Algebra I EOC. Increase learning gains on all Math EOCs by 7% and by 10% for the L-25 students			
<b>Actions / Activities in Support of Math Goal</b>		<b>Evidence to Measure Success</b>	
Weekly PLC meetings for math teachers where the course has a state EOC. PLCs will focus on lesson development and execution as well as methods to continually monitor student progress.		Meeting the mathematics goal stated above	
District Agile Minds training. Teachers, administrators meet with district curriculum specialists to drill down into the progress matters and other data to assist the teachers in		Administrators will observe the lessons then review data from computer programs to see if progress is being made by the students	

developing and executing lesson plans based on the data that meet the needs of the students	
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Science Goal	Goal Manager:
Increase by 8% the number of students making a passing score on the Biology EOC	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Weekly PLCs for Biology 1 teachers to develop Teachers, administrators will meet with the district curriculum specialist to drill down into the progress matters data to assist the teacher to determine if adequate progress is being made by the students and to assist the teacher in creating then executing lesson plans that will enable more students to pass the EOC meet the stated goal.	Increase pass rate by 8% or more
Faculty members will attend district Science trainings	Increase the pass rate of the Biology EOC to at least 60%

### 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.)	
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Melissa Stephens, Holly Oakes
Increase passing scores on AP and EOC exams by 6%	
Actions / Activities in Support of Goal	Evidence to Measure Success
We will host a parent night for all AP students, especially AP US History students to assist them in understanding the differences in AP courses and regular high school courses. Saturday study sessions.	95% EOC pass rate of APUSH students
Hold Saturday study sessions to help prepare	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Academy of Architecture/ABAT/FAC	<b>Goal Manager:</b> Mike Awe, Angela Wright-Nash, Amy Canavan, Lise Loundsbury, Roseanne Kuerzi,
AVID enrollment	
Actions / Activities in Support of Goal	Evidence to Measure Success
Increase Industry Certifications by offering more opportunities	Increased number of students earning their certification
Increase enrollment in Dual Enrollment courses	Increased number of students earning college credit

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> PCS Healthy School Program	<b>Goal Manager:</b> Lise Loundsbury, Kyle Johnson
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p>In 2015-16, school was eligible for national recognition in <u>1 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>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.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>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.</p>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
The present graduation rate for African American students is 38%. We would like to improve this percentage to at least 50% or higher.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Continue and expand the 5000 Role Models Program	Increased AA graduation rate of the students in the 5000 role models program to 100%
<p>Meet with all AA students on the AP potential report and encourage them to take advanced classes and give them support through ELP, Coaches, &amp; Mentors.</p> <p>Monitor all AA student grades and those that earn a D or an F at the halfway mark or at end of a grading period we will have an AP or a Counsellor arrange a parent, student, teacher conference to help the student get on track to pass the quarter.</p>	<p>Higher rate of AA students in Honors, Dual Enrollment and AP classes</p> <p>Increased rate in AA students being successful in their classes and passing the courses.</p>

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Holly Oakes
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Make sure our ELL students know our ELL associate and know how to contact him for assistance	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Mr. Jimenez will meet with every ELL student. He will be present for all testing to assist the students.	More than 95% of the ELL students will take the appropriate tests.

Subgroup Goal (ESE)	Goal Manager:
To increase ESE graduation rates and increase exposure to different types of employment.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Give additional support through the case managers and associates to increase the graduation rate	Increased graduation rate

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

**Early Warning Systems (EWS) -- Data and Goals**

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)							
Students with attendance below 90 %	56	83	125	101		365	26.3
Students with excessive referrals**	13	20	23	4		60	.043
Students with excessive course failures**	0	7	49	62		118	.085

Students exhibiting two or more indicators	60	102	121	72		360	.26
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\*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**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent 20% or more days of school from 190 students to 100 or less.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Form an Attendance Team that will meet regularly and work with the MTSS team to address attendance problems and solutions. Parent contact will be a component along with counselling the student.		Reduction is students missing 10 or more days each semester
Implement "Check and Connect" – a research based attendance improvement plan.		Reduction is students missing 10 or more days each semester

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
We would like to continue to decrease the number of disciplinary referrals from 1514 issued to 263 students by 10%		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Continue refining the SWBP and replace the school discipline plan a behavioral plan. This plan will be based on MTSS structure and focus on changing behavior rather than punishment.		Reduction in referrals each month.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**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.

Administration and Guidance will monitor all students especially the Freshmen and the AA students to see that they are passing their classes and if not meet with student and parent to put in place supports like tutors and Homework Help Club so the students does pass the course and does not have to retake it via Grad point.

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: To continue to work with students before they fail a class to decrease the retention rate and increase the graduation rate

Actions / Activities in Support of Goal	Evidence to Measure Success
Put in place systems to help prevent student from failing any class including but not limited to more parent contact and ELP, and Coaches after school study sessions	Reduction in number of students needing Grad Point classes

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	78	% with advanced degrees	37
% receiving effective rating or higher		% first-year teachers	2
% highly qualified (HQT)*		% with 1-5 years of experience	17
% certified in-field**		% with 6-14 years of experience	43
% ESOL endorsed	23	% with 15 or more years of experience	39

\*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.

We work as a team the staff and administration and counselors. By working together we have a workplace that has good morale and working conditions. We interview teacher candidates as a team and come to a consensus as to who to recommend. This helps in recruiting good teachers and makes other teachers know that are valued when they can help pick their peers. We also have a great relationship with the community that often shows how they value the teachers and staff at DHS.

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**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Kyle	Johnson	White	Principal
Nicole	Gallucci	White	Principal
Matt	Warner	White	Principal
Holly	Oakes	White	Principal
Amanda	Bowman	White	Parent
Cynthia	Robinson	Black	Teacher
Meredith	Cappel	White	Teacher
Erica	Davis	Black	Support Employee
Don	McDonald	Black	Business/Community
Milton	Goggans	Black	Business/Community
Diane	Devore-Kelly	White	Other Instructional Employee
Leo	Jeter	Black	Business/Community

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/6/2016
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**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Kyle Johnson
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State Days / Intervals that Team meets below.
The SBLT meet once a month, normally the last Monday of the month

**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.

Supporting the teachers. We earmark funds for teachers to get substitutes so they can go observe master teachers, attend conferences, get updated technology for their classrooms.
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Use this space to paste budget, if desired.
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