School Improvement Plan
2017-18

Dixie Hollins High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Robert Florio	SAC Chair:	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 %
1946	8.1%	12.9%	19%	5%	55%	

School Grade	2017: C	2016: C	2015: C	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	40	43	35	20	62	56	51	54	43	36	84	77
Learning Gains All	41	33	39	36								
Learning Gains L25%	36	23	27	23								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Florio	FT	1-3 years
Assistant Principal	Luke	Kademoff	FT	4-10 years
Assistant Principal	Lisa	Sinatra	FT	11-20 years
Assistant Principal	Mary	Taylor	FT	4-10 years
Assistant Principal	Eric	Zebley	FT	11-20 years
Inst. Coach (Literacy)	Adella	Landstrom	PT	Less than 1 year
Inst. Coach (Math)	Valerie	Pinzon	FT	4-10 years
MTSS Academic	Scott	Mason	PT	Less than 1 year
MTSS Behavior	Anne	Caparaso	FT	Less than 1 year
MTSS Restorative	Don	Ware	FT	Less than 1 year

Total Instructional Staff:	92		Total Support Staff:	46

School Culture for Learning

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).

> To provide a safe, secure and healthy learning environment by ensuring adherence to the district's and school's expectation for behavior. Guidelines for success:
> - Provide safe learning environment for all students
> - Ensure all students are monitored and have their social and emotional needs met through Guidance, Social Worker, School Psychologist and MTSS Team
> - Work with student and parent to connect to outside resources utilizing DHHS Community Guide
> - Provide positive behavior rewards for attendance, good behavior and honor roll – utilize partnership with Dixie Mc Donald's to reward students with gift cards
> - We provide PD to teachers, hold assemblies with students, and
>   communicate to families what those expectations are

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

> We will provide PD during staff meetings and additional after hour trainings for teachers to learn and glean information on classroom management and engagement. Administration as well as MTSS support staff will routinely visit and inspect classrooms to check on engagement and teacher's implementation of school wide behavior initiatives. Professional development examining the nature of referrals, its effect on student's learning and our school data showing disparities will be used to coach and assist teacher's to seek and implement equitable consequences

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 for issues facing our school. 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?

> An adjusted block bell schedule will accommodate 32 additional minutes during each school day for a total of 190 minutes extra a week for students to participate and practice restorative justice exercises – to express their troubles, concerns, wants and needs. Teachers will be trained to start each week with a restorative practice task and end each week in the same manner. Students will use this time to seek, ask for and receive specific interventions, directives and assistance they need to meet their social and emotional needs

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

- We examine 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 our student's needs. MTSS, CST, and teachers generate action plans to improve those identified data points for individuals and school wide.
- We also routinely use and pull data from our Rebels Rising data base analyze that data for students at risk and task MTSS/Administrative team members to provide appropriate level tier interventions for students and document the intervention in data base for teachers and other staff members to see, comprehend, comment and act on.

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?

- Minority student enrollment in advanced academic courses such as Dual Enrollment, AICE and AP will match the percentage of students enrolled
- Minority student achievement will match the achievement level of non-minority students at the same percentage
- Lesson plans will be required a week in advance for all teachers to upload into school's data base that demonstrate the proper standard, tasks and alignment to maximize students learning opportunities
- 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, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
To reduce the amount of defiance and lack of cooperation referrals school wide for all students from 896 by 25 % to less than 700 and increase the percentage of students with a 2.0 or higher GPA in 201718	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Utilize daily ELP time to have students set goals, receive tutoring, make up tests, work in labs and build close relationship with teacher outside off the content • This restorative practice will increase student's confidence and allow them to believe that the entire school and faculty is vested in their success • 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 Teaching Staff
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.	

To reduce the discipline percentage of African American students receiving a referral from 38% to 13% which is representative of our school's African American population	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Daily ELP time. Student with gaps in achievement and/or behavior will be identified and receive specific interventions either in class or by being pulled out into a small group • Weekly data chats with students • Use community resources to support the students • Assign peer and adult mentors • Monitor data weekly	Robert Florio – Principal Assistant Principals MTSS Team Teaching Staff
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

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 <u>successes</u> have you seen to date? What data did you review to measure your success?

> • All core academic teachers are expected to follow district provided curriculum anchored in standards and paced to ensure that the same rigorous guaranteed viable curriculum is available to all students in all core subject areas.
> > • We utilize regular and routine walk throughs using the Marzano model to check for evidence of standards based instruction at the appropriate level of rigor and demonstration of student led collaboration
> > • Lesson plans are required to updated in our school's data base a week in advance and checked by Administration for fidelity alignment to standards with evidence of content literacy implementation, student collaboration and a student produced rigorous artifact – demonstrating the student's synthesis of the material
> • 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 <u>areas for improvement</u> 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.

- All core academic teachers will use cycle assessment data in performance matters to drive, adjust and differentiate instruction
- Core academic teachers have common planning and will PLC weekly to review data, adjust instruction and plan for standard based rigorous instruction to meet diverse learners
- ELA teachers will utilize technology enhanced items in Unify as formative items in assessment that align with FSA
- All teachers will utilize scales anchored in the standards to ensure students are mastering content at a proficient level or above.
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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 ELP during the day to assist students to reach grade level proficiency and transition from high school level to post-secondary
• 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 Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
To provide Professional Development to our teaching staff that will increase their proficiency in implementing strategies to increase engagement, rigor while teaching the standards to our school wide population.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
• Weekly Administration walk throughs to collect data to ensure teachers are engaging students and providing rigorous instruction	Administration Team

Goal 2: What is another school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
• . Check teacher lesson plans weekly to ensure they are implementing rigorous collaboration, differentiation and school wide literacy strategies	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
During monthly PLCS that assess how students are doing in rigorous course work	Administration Team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Utilize Title 1 funds to hire MTSS Academic, Behavior and Restorative team to assist students in reaching grade level proficiency	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Through weekly MTSS meetings	MTSS Team

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 among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

> Our teachers expressed in our Advanced ED survey that more time for planning and collaborated was needed to better serve the needs of our students. Master schedule has been built with this in mind to provide common planning for teachers within same subjects that mirror FSA and EOC to maximize our student's achievement. MTSS Academic support personnel and Literacy coach will facilitate PLCs with teachers to plan lessons designed to differentiate and reach diverse learning populations

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 of our instructional staff are provided with a common planning PLC with their subject area colleagues
> - PLCs in all core academic areas will meet weekly
> - Math and Literacy coaches will facilitate all math, language arts and reading PLCs
> - Biology, World History and American History will be facilitated by lead teacher
> - PLC agenda templates will be utilized by all PLC groups and turned into Administration
> - Cycle assessment data, will be monitored and used to devise differentiated instruction to meet all students needs

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. Over 90 % of our teaching staff is incorporating learning goals and targets. Our professional development also emphasized incorporating academic rigor and differentiated lessons to reach all learners. Our Marzano observation data revealed that less than 50% of our teachers are getting to Design Question 3 and less than 5% to Design Question 4 which are indicative of rigorous thinking and synthesis. This year teachers will be required to upload lesson plans into our school's data base which will be reviewed by administration for rigorous tasks aligned to standards and design question 2, 3 and 4.

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, ISM visit feedback, etc.).

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?
LSI/Marzano PD on DQ 2,3 &4 – desired effect focus	Pre-School	Teaching Staff	Increase rigor through specific planning and monitoring of desired learning effect – increasing student achievement in all levels
- CHAMPS Class room Management	Pre- School and throughout year	Teaching Staff	To improve classroom management and engagement in all class rooms
MTSS PD	Pre-school/Weekly	Teaching Staff/MTTS	Targeted date outcomes
Instructional Leadership PD	Monthly	Subject area teacher leaders	Common planning, common assessment, consistent pacing, increased engagement
AVID Site Team PD	Monthly	AVID Site Team Members	Implementation of our AVID Site Plan goals and initiatives
Strategy Walks	Once every quarter	Teaching staff	Demonstrate best practices at DHHS
Full Staff PD	monthly	Teaching staff	To improve teachers understanding and expectations of Marzano framework through deliberate and purposeful planning
20 and out PD	Monthly	Teaching Staff	Consistent implementation of Best Practices aligned to our school wide initiatives of increased engagement, academic rigor and differentiated instruction

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 <u>lessons or growth areas</u> 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).

Our 16-17 Advanced ED climate survey indicated that over 85% of our students believe that our school communicates with parents in a regular and routine way and that they are aware of what is happening at our school and with their student. 83% believed that we provide opportunities for stakeholders to be involved in our school. However only 53% of our parents believed that teachers communicate to them regularly about the progress and performance of their students. We plan to review the expectations for assignment grading and online posting of grades with our teachers during preschool week. The leadership team will monitor the outcome on a weekly basis and follow-up when additional support is needed. This support may occur on an individual basis or within small groups when additional professional development is needed. We will regularly host open house engagement opportunities at our school for parents to partner and build dual capacity in family school partnerships

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

Parent/community sessions occur at least six times per month. All teachers upload their lesson plans one week in advance, which are accessible to the public in advance of teaching the lesson. Our MTSS Coach and Achievement Specialists will increase the number of individual family sessions/contacts that are designed to increase student engagement and parental involvement.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
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 Goals and 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?

 Increase our family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).
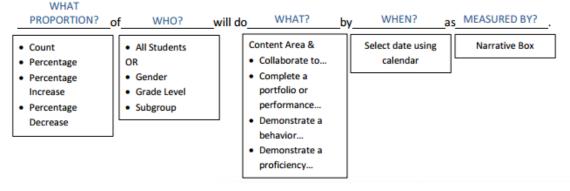
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize our MTSS Academic Team, Restorative Justice specialist and our Parent/Community Liaison to visit families where they live, regularly invite parents to our school for community events and to meet one on one to discuss their students' academic achievement and performance	MTSS Team Restorative Practice Director Community Liaison
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?	
Increase partnerships with feeder elementary and middle schools by increasing high school student academic tutors/mentors and sharing of system support resources	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize our MTSS Team and Community Liaison to partner with a local non-profit organization to provide adult mentors at targeted feeder schools, and staffing support at ongoing elementary and middle school events	Community Liaison Restorative Practice Director
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– Targeted School Goals / Action Steps

Academic Goal

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

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager:
To increase FSA ELA proficiency level for grades 9 and 10 from 40% in 16-17 to 45% in 17-18	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
• Utilize FSA and cycle data to identify areas of need and strategically use resources connected to pacing guides in areas of need	Monthly ELA teacher PLC to compare student work samples and to follow up with re-teaching as needed

• Include professional development opportunities for teachers to develop lessons and infuse culturally responsive instructional strategies into their lessons • Evidence to measure student success will include student work samples • Teachers will be encouraged to participate in reading intervention courses through district wide professional development • Evidence of student success will include student progress on cycle assessments, baseline assessments, standards mastery assessments , student work and reading program data .	
Required lesson plans that teachers must upload a week in advance will have a section for content based literacy strategies that all teachers across the curriculum will need to access and implement weekly	Administration will monitor and check lessons and observe teachers during walk through to measure lesson plan with implementation

Mathematics Goal	Goal Manager:
To increase FSA Mathematics EOC proficiency level in algebra 1 and geometry from 35% in 16-17 to 45% in 17-18.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Schedule all algebra students to two periods of Algebra IA/IB Intensified Algebra. Allow students two days per week (Tuesday and Thursday) during the day to access tutoring and labs for additional math support	Master schedule and PCSB cycle assessment comparison trend data In intensified Algebra courses teachers will use all assessments in the program to help measure student success and remediate and retest students on these assessments
Schedule students accurately in all math levels to best attend to their specific needs. Utilize Carnegie Tutor as supplement for all Geometry students	MathiaX – collect and monitor student data Review data through PLCs in content area subjects, facilitated by Math Coach

Science Goal	Goal Manager:
To increase Biology proficiency level from 62% in 16-17 to 72% in 17-18	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Use Biology teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed. Title I funding will be used to add supplemental instructional materials for science teachers and students.	PCSB cycle assessment and teacher developed formative assessment trend data Utilize district common Earth/Space Science final exam as evidence to measure the success of pre-teaching Biology skills to 9th grade students in this class
Pre-teach prerequisite Biology skills during Earth/Space Science ninth grade courses	Baseline PCSB cycle 1 data for Biology students who previously took Earth/Space Science course

⬡ Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: US History EOC Proficiency	**Goal Manager:** Assistant Principal over Social Studies and Social Studies Department Head
Increase US History EOC Proficiency from 51% to 76%	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Use US History teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed. Utilize district implements and tools to target standards and monitor cycle data and remediate large trend gaps and differentiate for each specific student. Utilize I funding will be used to add supplemental instructional materials for social science teachers and students.	PCSB cycle assessment and teacher developed formative assessment trend data
Supplement AICE US History curriculum with materials from US NGSSS so students are well versed and prepared for US History EOC	PCSB cycle assessment and teacher developed formative assessment trend data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	**Goal Manager:**
Increase Dixie Hollins HS eligibility for national recognition from 1 to 2 or more modules in the Alliance for a Healthier Generation School Program Assessment by June 2018.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Review healthy schools goals and determine areas to improve in one or more modules	Healthy School Assessment

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Acceleration	**Goal Manager:** MTSS Academic Coach
Increase college and career acceleration performance for the graduating class cohort of 43% to 48% in 2017-18	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Increase enrollment in rigorous course by scheduling students who show aptitude based on District AP potential report. Use AVID and increase enrollment to support students in higher academic pursuit • Work to enroll seniors in DE courses second semester that qualify and or semester courses where students can earn industry certification	Enrollment and performance increases in College Board Advanced Placement courses, College Dual Enrollment courses, and Industry Certifications

Utilize school's data base and monitor each student who enters DHHS and track progress in DE, AICE, AP classes and industry certifications	Track semester achievement levels for students and ensure students are scheduled for accelerated achievement

⬢ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: MTSS Team, Restorative Practice Manger

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 10% and lessening the achievement gap between our white and black students

Increase the percentage of DHHS black students who are enrolled in Dual Enrollment courses offered by St. Petersburg College on our campus by 20%

Increase the FSA ELA proficiency rate of black students from 26% in 16-17 grade 9 and from 23% in 16-17 grade 10 to the overall percentage goal for all students, which is 50% for the 2017-18 school year

Increase our black graduation rate from 67% to 90% which is the goal for the 2017-18 school year

Actions / Activities in Support of Black Goal	Evidence to Measure Success
- Use ELP during the day to provide our African American population the necessary supports and interventions needed to help them gain grade level proficiency - Increase enrollment in AVID in all grade levels - Professional development for teachers on infusion of culturally responsive instructional strategies - 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 56 black students in our 2018 graduation cohort and work with the 35 students at risk for not graduating by meeting with these students one on one. Connecting with each student on a one on one basis and in small group pull-outs	Enrollment increase of black students in AP, DE, and honors. Cycle assessment data using Performance Matters Student work examples

Subgroup Goal (ELL)	Goal Manager: Bilingual Assistant, Assistant Principal for ELA Department, Literacy Coach, and Guidance Department

Increase the ACCESS proficiency level average for ELL students from 2.9 out of 6 in 16-17 to 3.3 out of 6 in 17-

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Improve student skills in listening, speaking, reading, and writing skills. Improve student skills in oral language, literacy, and comprehension.	Access assessment, PCSB cycle assessments, and core subject grades in FOCUS course history – then provide information to General Education teachers to ensure differentiation
Implement weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing. Title I funding will be used to add supplemental instructional materials for ELA (English and Reading) teachers and students. • Increase ELL participation in AVID as a means to encourage participation and success in higher academic courses • Organize Academic Success Nights to provide information, resources and advisement on advanced courses and programs for ELL Families	Monthly ELA teacher PLC to compare student work samples and to follow up with re-teaching as needed Inspect number of ELL students in AVID and higher academic courses Administration team will organize with the help of ESOL Department and Spanish Language teachers to increase parent participation and support

Subgroup Goal (ESE)	Goal Manager: Assistant Principal for ESE Department and ESE Department Head

Increase our ESE students ELA proficiency to 50 % to match the 2017-18 overall student goal

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
• Utilize ESE support teachers to provide individualized instruction as outline in IEP • Use daily ELP to support students in tutoring and mentoring to improve student achievement in quarter grades and cycle assessments	PCSB cycle assessments MTSS weekly data review
• Have General Education Teachers collaborate and co-plan inclusive lessons for ESE students • Improve ESE support in regular General Education classes to assist students in reaching grade level achievement by mirroring and monitoring key ideas and details, craft and structure, integration of knowledge and ideas, language and editing and text based writing	Monthly ELA PLCs student data will be reviewed, inspected and targeted for growth

Subgroup Goal (If Needed) AVID	Goal Manager: AVID Site Team

Increase the implementation of AVID/WICOR strategies across the curriculum top 100%

Actions / Activities in Support of Goal	Evidence to Measure Success

Implement school wide PD starting in pre-school and incorporating monthly strategies associated with WICOR and DHHS best practices to provide teachers the material and support needed to implement	Monthly ELA meetings and PLC monitored by Literacy coach

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %	244	265	283	249				1045	39%
Students with excessive behavior / discipline**	60	72	22	1				155	16%
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators	164	167	127	53				511	27%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Decrease the number of students absent from school 10% or more by 5 %.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Title I funded Student Achievement Specialist and MTSS Specialist will initiate and maintain tier 2 interventions for students who miss more than 10%.	Reduction of attendance at-risk students on MTSS agenda data (quarterly rotations

• Bi- monthly child study teams, including all required members, that address students who have missed 10% or more of school and look for trends of why students are not attending school • Completion of the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers your students miss school • Assign members of SBLT specific students who are frequently absent and follow up with parents and document reasons update information	Monitor attendance numbers for monthly reduction in percentage of students absent

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students in grades 9-12 who earn 5 or more referrals from16% in 16-17 to less than 6% in 17-18.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Tier 2 interventions will be initiated and maintained by the MTSS team and respective assistant principal. Students will receive small group and one on one tier two supports	Reduction of behaviorally at-risk students on MTSS agenda data (quarterly rotations

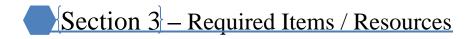| **Discipline Goal – Other** Referral Reduction Specify	Please ensure that your goal is written as a SMART goal.
Reduce the number of low level lack of cooperation and defiance referrals from 897 to 450 in the 2017=18 school year	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Use our daily ELP model to better support teachers and students in developing relationships and goals to motivate students to want to be in class and successfully complete the required course work Use our MTSS and Restorative Practice team and plan, reintegration meetings, and classroom/campus educational opportunities for students. Use tier two interventions (restorative practice, attendance calls, tier two check-ins, and daily attendance anomalies) for avoidance behaviors that often result in disciplinary referrals. We will also increase our in classroom support for student who have tier two discipline interventions.	MTSS Team

⬡ 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 Friday after school for all core academic subject areas from 2:15 to 4 pm. We are also providing daily ELP in our 32 for you program which will occur every day and capture every student on our campus who may not be able to stay after school for tutoring, make up work or assistance. We also provide credit recovery algebra I EOC credit recovery during our Summer Bridge Program (June-July 2018). We offer credit recovery during the school day for one or more periods as needed based. Every student who enrolls in algebra 1 takes the course as a double period Intensive Algebra class to ensure additional time is infused into classroom instruction for remediation of mathematical skills. All students in grades 9-12 who have not met the grade level or graduation requirement for FSA ELA is schedule to one period of Reading for College Readiness (grades 9-12) or a double period of Intensive Reading (for some 9th grades). Our achievement specialists' work with the entire MTSS team every week to identify students who exhibit one or more at-risk characteristics and to create tier 2 interventions. An Alternative Bell Schedule (ABS) is offered each day from2:30pm to 6:00pm for 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.

Decrease the percentage of student's grades 9-12 with excessive core course failures from 9.8% to less than 5% in the 2017-18 school year

Actions / Activities in Support of Goal	Evidence to Measure Success
• Tier 2 academic support and interventions will occur every day during ELP – with weekly goal setting and weekly goal monitoring. Teachers will monitor students' progress and assist them with e necessary resources and interventions and connecting students to assistance with tutoring. Students will be met with individually by mentors MTSS team or in small group pull outs. \ • Meet with and monitor teacher grades – work with teachers with high percentage rates on methods and proactive measures to decrease failures	Academic course data in FOCUS (quarterly and semester)

⬡ Section 3 – Required Items / Resources

⬡ Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	114	% with advanced degrees	39.3%
% receiving effective rating or higher	91%	% first-year teachers	8%
% highly qualified (HQT)*	68%	% with 1-5 years of experience	18.8%
% certified in-field**	100%	% with 6-14 years of experience	34.8%
% ESOL endorsed	25%	% with 15 or more years of experience	38.4%

*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, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

. 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. Our school improvement team meets monthly to continue to develop ways to support our staff through recognition activities, hospitality events, ongoing support for staff, and to develop instructional leadership roles for high performing teachers.

SAC Membership

SAC Member/First Name	**SAC Member/Last Name**	**Race**	**Stakeholder Group**
Robert	Florio	White	Principal
Maggie	Clark	White	Support Employee
Janet	Ruffin	Black	Parent
Nadia	Quatarro	Hispanic	Parent
Kelli	Barr	White	Parent
Tara	Webster	White	Parent
Raquel	Stiehler	Hispanic	Parent
Marible	Jeffo	Hispanic	Teacher
Christine	Cook	White	Teacher
Don	Ware	Black	Support Employee
Carter	Waterkeyn	White	Teacher
Michael	Pineda	Hispanic	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
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⬡ 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: MTSS Specialist/Principal

Please state the days / intervals that your team meets below.
Our MTSS team meets every Monday at 9am. Weekly reoccurring data topics are average daily attendance, new enrollments, withdrawals, and Rebels Rising database student threat alerts. Tier 1-3 data topics that are reviewed on a quarterly (or more frequently as needed) basis are discipline, interventions, academics, credit recovery, at-risk progress monitoring by grade/subgroup/program, ACT/SAT assessments registration, absences, and tardiness

⬡ 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. Attached budget if preferred.

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