



School Improvement Plan 2017-2018

Dunedin High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Kyle Johnson	SAC Chair: Amanda Bowman
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School Vision	100% School Success
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School Mission	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 %
	3.3	13	19.1	3.9	60.4	0.2

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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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	38	36	29	25	51	52	67	64	51?	41	88	86
Learning Gains All	43	29	34	28								
Learning Gains L25%	40	25	35	32								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kyle	Johnson	FT	1-3 years
Assistant Principal	Stephanie	Davis	FT	1-3 years
Assistant Principal	Nicole	Gallucci	FT	1-3 years
Assistant Principal	Holly	Oakes	FT	1-3 years
Assistant Principal	Matthew	Warner	FT	1-3 years

Total Instructional Staff:	72	Total Support Staff:	55
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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).

The School Wide Behavior Plan is focused around the FALCON way. The acronym F.A.L.C.O.N. will represent the way Dunedin High School Falcons way of achieving success. The FALCON way will be discussed on the onset of the school year in each class and in the general assemblies for each grade group. Students will earn FALCON FUNDS for demonstrating behaviors that represent the FALCON way. This incentive will be school-wide and in addition to the school-wide expectations that students are expected to abide by. The PBIS team will meet in the beginning bi-weekly to monitor the fidelity of the implementation of the FALCON WAY and the FALCON FUNDS system. We will celebrate students each month who represent the character traits the most through nomination by any faculty member. The FALCON FUNDS will be redeemed by students at certain points during the month for different things such as privileges or snacks. Teachers will be able to create their own use of FALCON FUNDS within their classrooms.

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?

School- wide expectations are clearly defined for the teachers through faculty meetings, SBLT meetings, Department meetings, e-mail communication, and PLC protocols. Adherence to the expectations are monitored by administration. Feedback is obtained from teachers through a teacher-lead committees and intentionally planned communication in which teachers are asked for their input on decisions and practices that impact student learning.

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 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.

Our MTSS team will meet bi-weekly to review data on attendance, discipline, and academics to target students who need Tier 2 & 3 level supports. These students will be further supported through use of the Child Study Team (CST) for monitoring progress with added supports for attendance. Character education will have a monthly theme and once weekly classes will dedicate their bell work for the day to the character theme. Students will be nominated for recognition monthly and the finalists will be determined by the PBIS

team. Organizations such as the 5000 Role models and the Dedicated Ladies of Dunedin, PMAC and NHS will be used as student mentors for added supports. Students will benefit from the new school climate being created as the school implements the first stages of restorative practices. We will also use restorative justice practices for students returning to school after greater than two-day suspensions to re-integrate them back into the school climate. The PBIS team will monitor the progress of these students.

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 in multiple ways. One way is by providing a wide variety of extra-curricular activities which promote a healthy self-image. Organizations such as Best Buddies, the Dunedin High School Step Team, 5000 Role Models, Dedicated Ladies of Dunedin, and SADD (Students Against Destructive Decisions) aid in improving student self-image and emotional needs as well as fostering good student-staff relationships. In the first days of school, teachers are strongly encouraged to build relationships with all of their students by doing relationship and team building activities in their classes rather than just going over the rules and syllabus. 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. The MTSS team and the Child Study teams will provide bi-weekly supports and monitoring respectively for student social/emotional academic, attendance, and academic progress. Data provided from attendance records, discipline referrals, and referrals from faculty for social/emotional issues will be analyzed by the MTSS team to ensure the proper supports are provided for students needed additional supports. The Child Study Team will be primarily responsible for monitoring the progress of the student’s attendance and reporting back to the MTSS team. For attendance we have Check and Connect in place where students with attendance and often social and emotional needs are paired with a trained mentor and meet on a regular basis. The MTSS team will track interventions and inform the SBLT monthly. The SBLT will be responsible work with the MTSS team with any Tier 3 supports that may be needed and following up on the student’s progress.

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).

The progress of students toward meeting academic standards is monitored through data provided by formative assessments that are offered within lessons as well as summative assessments that guide instruction. Summative assessments utilized include: MTSS data, content area and unit assessments, District Cycle assessments, Florida Standards Assessments, and end of course exams. Data provided through the MTSS process also informs decisions regarding levels of support required for students in need of social emotional or behavioral support. Targeted interventions are provided to students based on a problem-solving cycle that utilizes these data sources and provided action steps that include monitoring by teachers, counselors and administrators for student success. Additional sources of data are Department of Education for the State of Florida AdvancEd Surveys of Students, Parents, Staff and Business Partners

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?

Dunedin High School Based Leadership Team encourages staff to embrace high expectations for all students. By creating a culture of excellence through targeted, positive communications, we address the expectation that all students will meet their highest potential. SBLT will help in the development of professional development activities and PLC structures that directly assist teachers by providing strategies and resources that support high levels of learning for all students. The SBLT also provides information and guidance on cultural relevance and restorative practices through professional development sessions to ensure that all students have equal access to rigorous learning experiences. Teachers will be provided with year-long professional development on restorative practices that is designed to define and provide resources for rigorous instruction that supports all students in becoming college and career ready. Administration will monitor and record teacher progress with the evaluation instrument with walkthroughs, informal and formal observations and checking and going over cycle data with the teachers as it becomes available.

 **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 make a culture of inclusiveness utilizing celebrations restorative practices academic achievement	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Administration will work with student groups such as SGA and PMAC so the students have ownership in cultivating a positive climate at the school. We are rebranding the school and including more character education and student recognition programs. Stressing academic excellence through access and support. Due to the efforts of PMAC, SGA and administration we expect to see a 5% decrease in referrals resulting in out of school suspension. Referral data will be reviewed every quarter.	Kyle Johnson SGA Sponsor PMAC Sponsor
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.	
We plan to monitor all black students and provide a mentor to as many as possible to assist with academics and social interventions. The data from FOCUS identifies all the black students with referrals and academic challenges. We will meet with those students at the beginning of the year to go over our expectations but also let them know we are here to work with them so they can have a successful year. The meetings will be documented. Knowing students that are being unsuccessful in school receive more disciplinary referrals we will provide many of these student’s mentors and tutors through PMAC, Peer to Peer and 5000 Role models. We will track the grades of these students and the number of referrals they receive. The Schools Profile dashboard provides access to data for identifying and monitoring a variety of different factors about the student population. Relationships building based on proven PBIS and cultural competency initiatives will also occur in clubs and organizations such as the Principals Multicultural Advisory Committee and 5000 Role Models. Our students have the opportunity to participate sports and extracurricular activities where they are able to build relationships with a peer group and develop self-esteem and self-discipline. The coaches provide role models and someone to go to in times of need.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Well defined referral process for the MTSS and PBIS initiatives	Stephanie Davis Kyle Johnson
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 successes have you seen to date? What data did you review to measure your success?

Using the Marzano iObservation system for monitoring Instructional Practice and for evaluation, teachers are following the district provided curriculum frameworks and teaching to state standards. All teachers are working on increased academic rigor and student engagement. The goals and scales developed in lesson planning refer to the state standards. In DQ1, the teacher provides rigorous learning goals and performance scales for each lesson segment. In DQ2, the teacher plans opportunities for students to interact with new content and help them process the content. During preschool, at the monthly PD sessions and in PLCs the teachers receive training on increasing academic rigor in the classroom. The teachers are involved in data chats with the students and share instructional strategies in the PLCs. The successes are evident in the walkthroughs, informal, and formal evaluations. The data reviewed to measure success includes increases in student achievement scores and teachers moving from beginning to innovating on the Marzano scale. Another measure is the increase in the learning gains of the scores last year.

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?

Key focus areas for improvement include improving student achievement in English/Language Arts and Math. Improving pass rates for Advanced Placement courses is another identified focus area. Results from Florida Standards Assessments in grades nine and ten, Algebra I, Geometry and all courses with State End of Course exams, as well as Advanced Placement pass rates informed decisions for key areas of improvement. A need to assist teachers in aligning instruction to the taxonomy levels embedded in the standards and AP objectives is a prioritized need that will improve student achievement in all target areas. The administrative team will be conducting PD on improving Rigor in all lessons and improving Literacy in all curriculum areas.

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.

The incorporation of Professional Learning Communities provides a framework for teachers to identify prioritized learning targets based on data that measures student progress toward meeting standards. A school-wide expectation for the use of learning goals and scales has been established and is monitored by administration. Content area PLC’s meet to review data from Unify and cycle assessments to monitor student growth and to plan for instruction and make adjustments based on collaborative conversations and decision-making. Student progress will be monitored and the teachers will use the technology enhanced items in Unify created by the content specialists to address any deficits the student have and to help increase the number of students able to pass the Florida State Assessments.

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).

Dunedin High School is participating in a new district initiative for Freshman Transition from middle to high school. The program is designed to help students new to high school be successful. Students who need assistance in reaching grade level proficiency have many different opportunities to advance to the next grade level and graduate on time. Dunedin High School is revising our Extended Learning Program (ELP) to better meet the needs of our struggling students. Using the early warning indicators we will be inviting students in need to participate in the ELP program stay after school or come in on Specific Saturdays for additional opportunities tutoring and for APEX credit recovery. We also offer a Summer Bridge Program Jumpstart program designed to help students with passing the Algebra I EOC as well as the regular Summer Bridge where student can recover lost credits and improve their GPA. We also offer a Critical Thinking/Semantics and Logic course for ACT/SAT prep. DHS hold various academic nights throughout the year to assist our student and parents in success in high school and to help prepare them for post-secondary success.

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?	
Dunedin High School will improve achievement for all students through a targeted, year-long professional development plan for teachers that addresses rigor and the inclusion of literacy skills across the curriculum.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Marzano walkthroughs, informal and formal observations, as well as data collected from peer observations, will be utilized to monitor and provide data regarding successful implementation of this strategy. Progress monitoring of cycle data will be utilized by the administration and the teachers. We will assess the data and then separate the students to specialized classes done every quarter, set up specifically to help student improve in targeted areas in which they have deficits.	Kyle Johnson Stephanie Davis Nicole Gallucci Holly Oakes Matthew Warner Department Chairs
Goal 2: 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?	
Dunedin High School will provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will provide professional development to the faculty on rigorous and culturally relevant instruction through monthly meetings. Data will be collected from cycle data and from observations. Data will be reviewed and shared with the faculty during scheduled data chat sessions.	Kyle Johnson Stephanie Davis Nicole Gallucci Holly Oakes Matthew Warner
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



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 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.

In going over the AdvancED staff survey one of the lowest scoring survey questions was #: Our school's leaders engage effectively with all stakeholders about the school’s purpose and direction. This earned an average score of only 2.91. This is definitely an area for growth. The administrative team through meetings, PD sessions, PLCs and feedback from observations will reinforce the school's direction and purpose.

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.

Opportunities for teacher collaboration have been provided through daily common planning for teachers in the same content areas. Weekly PLC and in Algebra 1 weekly 30 minute meetings that are attended by administration provide structure and guidance for data review, formative and summative assessment design, and aligning instruction to standards.

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?

Over the past year, professional development efforts were focused on the successful implementation of PLC’s. Evidence of impactful PLC work was observed through observation data showing the use of learning goals and scales across departments. Common assessments and curriculum pacing were also noted as a positive result of successful PLC efforts.

Targeted professional development in the areas of English/Language Arts, Algebra I and U.S. History resulted in student achievement gains as measured by the FSA and content area end of course exams.

In order to continue and build upon our successes PLCs and school PD will primarily focus on three areas, Improving Rigor in all lessons. Expanding Literacy across the school increasing collaboration by the teachers in planning and by the students in working on classroom assignments. Implementing Restorative Practices to help build stronger relationships between teachers and all students.

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?
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Components of Rigor	Monthly	All Faculty	Improved student engagement and achievement
AVID WICOR with emphasis on collaboration	Monthly	All Faculty	Improved student engagement and achievement
Restorative Practices	Pre-school and ongoing	All Staff	Decrease in referrals and out of class consequences.
Literacy across the curriculum	Ongoing	All Faculty	Improved student engagement, achievement and improved college & career readiness as measured by improved ACT/SAT scores and increased industry certifications

Monthly



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. Based on the AdvancED survey results we will revise our parent involvement program, and regularly evaluate it with our SAC board. The parent involvement program will be designed to involve parents at all grade levels in a variety of roles and will stress the following elements:

- communication between home and school is regular, two-way, and meaningful;
- 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 available to strengthen school programs, family practices, and student learning
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- Parent information nights will be held for students in all 4 grade levels
 - Parent information nights will be held for student in ARC and the Fundamental Programs.

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.

We ensure our students utilize the Kahn Academy / SAT website to assist students in preparing for success on the SAT. Parents are also informed of extended learning opportunities both within and beyond the school day for their children. School-wide information nights, phone calls home and parent/teacher conferences are also utilized to inform parents of tools and resources available to assist their children. 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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, 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, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<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"/>

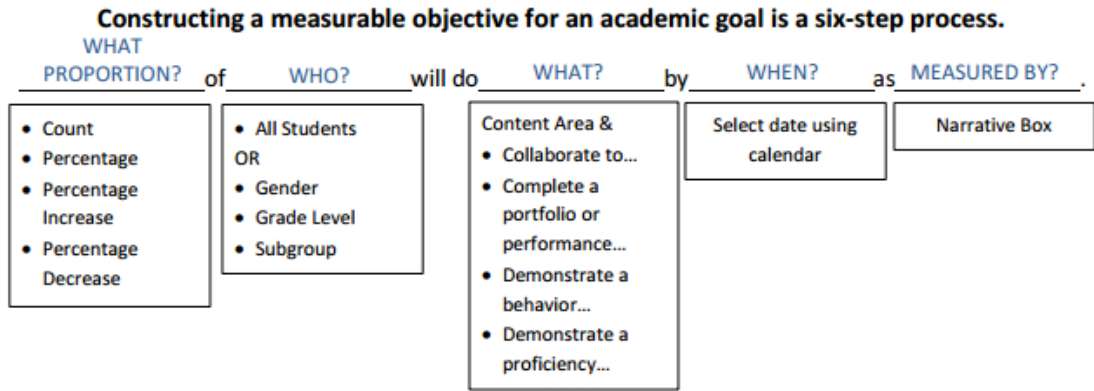
*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key 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?	
Parents will be informed about school initiatives and opportunities for the students to improve.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We have monthly SAC and PTSA meetings attended by over 100 members each. Weekly School Messenger phone calls and e-mails are sent to keep parents informed of school activities and initiatives.	Kyle Johnson Holly Oakes
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?	
Community support for the school will be improved to build strong partnerships that assist our students to succeed and become college and career ready.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The principal and school organizations will participate in community activities and meet with community groups to provide information about the school and to obtain feedback from stakeholders. We will continue to work on increasing internships for our students with area businesses. Community partners will be invited to school events to reinforce school/community relationships.	Kyle Johnson
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



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: Nicole Gallucci
Dunedin High School will increase ELA reading proficiency from 38% to 48% as measured by the FSA for grades nine and ten.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will meet in PLC's at least twice monthly to discuss relevant data and to collaboratively plan tiered lessons.	District Cycle assessments and Write Score in ELA will show growth and adequate progress toward meeting end of year expectations for student achievement.
Administration and District instructional coaches will provide monthly professional development on high impact instructional practices that include incorporating collaboration into daily class work in English and Reading.	Administrative formal and informal walk throughs will show evidence of practices being consistently applied in ELA classrooms.
Teachers will be provided with opportunities to observe one another and to collaboratively discuss student outcomes through peer observations and discussions.	Administrative walk throughs as well as peer reflection forms will show evidence of the application of high impact instructional strategies including collaboration among students.
Focus on identifying students not proficient on standards and who have low class grades. Develop strategies for remediation such as pull out time, assigned study partner, test retake, small group instruction and supportive standard based assignments. Data chats with students will be utilized as a supportive monitoring tool.	Teachers will use District Cycle assessments data and weekly monitoring of students through summative and formative assessments

Mathematics Goal	Goal Manager: Kyle Johnson / Stephanie Davis
Increase mathematics overall proficiency from 29% to 39% as measured by the Florida State Assessment.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will meet at least twice monthly for PLCs to discuss and learn about rigorous, high impact learning strategies that are aligned to the. The location of Math instructor's classrooms will change so teachers who teach similar subject areas are together for better planning.	Administrative walk through evidence will show over 75% of math teachers using rigorous and collaborative learning methods. Evidence will show 100% student engagement in rigorous standards-based learning.
Administration will attend planning sessions to ensure that standards based instruction and rigor are included in the lesson plans.	Student activities, assignments, and assessments will reflect rigorous expectations of learning and standards based instruction.
Administration will conduct walkthroughs and other observations and share data collected with the math department and give detailed feedback on all areas of improvement and areas in which we are excelling.	Evidence will reflect a rigorous learning environment, consistent bell to bell instruction, and use of Marzano strategies and scales
Teachers will have data chats with students during the halfway mark of each grading period and teachers will inform parents during this time of any student who is in jeopardy of failing.	General grading will reflect student mastery of the subject matter with a C or better grade in the class.
Focus on identifying students not proficient on standards and who have low class grades. Develop strategies for remediation such as pull out time, assigned study partner, test retake, small group instruction and supportive standard based assignments. Data chats with students will be utilized as a supportive monitoring tool.	Teachers will use District Cycle assessments data and weekly monitoring of students through summative and formative assessments

Science Goal	Goal Manager: Matt Warner	
Student proficiency on the Biology end of course exam will improve from 51% to 61%.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Teachers will meet in PLC's during pre-school and then at least twice monthly to discuss relevant data and collaboratively plan tiered lesson plans focused on rigor, mastery of science vocabulary and biological processes. Teachers will use daily learning targets and scales.	District Cycle assessments data, district pacing guides and State Standards will be used to drive instruction and PLC's. PLC's will be monitored and minutes submitted to administration.	
Teachers will contact Parents of students not proficient on standards and low class grades. Parents contact needs to be consistent for these students at least biweekly till student scores and grades improve	Teachers will use Portal contact log to note phone calls home and emails sent. Parent teacher conference as necessary. Progress reports sent home and parent signature requested on form.	
Focus on identifying students not proficient on standards and who have low class grades. Develop strategies for remediation such as pull out time, assigned study partner, test retake, small group instruction and supportive standard based assignments.	Teachers will use District Cycle assessments data and weekly monitoring of students through summative and formative assessments	

Data chats with students will be utilized as a supportive monitoring tool.	
Administration and District instructional coaches will provide monthly professional development on high impact instructional practices, data chats. Promote collaboration among teachers support daily class work in Biology.	Administrative walkthroughs to monitor evidence of practices being applied consistently in classrooms. Biweekly data chats with Biology teachers to support identifying low performing students and student remediation plans.

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: Social Studies	Goal Manager: Holly Oakes
Student proficiency on the Florida U.S. History end of course exam will improve from 67% to 72%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will meet in PLC's at least twice monthly to discuss relevant data and collaboratively plan tiered lessons.	District Cycle assessments in U.S. History will show growth and adequate progress toward meeting the identified achievement goal for the end of the year.
Administration and District instructional coaches will provide monthly professional development on high impact instructional practices that include incorporating collaboration into daily class work in U.S. History.	Administrative walkthroughs will show evidence of practices being applied consistently in classrooms.
Teachers will be provided with opportunities to observe one another and to collaboratively discuss student outcomes through peer observations and discussions.	Administrative walk-throughs as well as peer reflection forms will show evidence of the application of high impact instructional strategies including collaboration among students to achieve learning outcomes.
Focus on identifying students not proficient on standards and who have low class grades. Develop strategies for remediation such as pull out time, assigned study partner, test retake, small group instruction and supportive standard based assignments. Data chats with students will be utilized as a supportive monitoring tool.	Teachers will use District Cycle assessments data and weekly monitoring of students through summative and formative assessments

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Acceleration	Goal Manager: Kyle Johnson/ Nicole Gallucci
The percentage of students successfully completing a Dual Enrollment, AP class or Industry Certification will improve from 51% to 55%	
Actions / Activities in Support of Goal	Evidence to Measure Success
A recruitment campaign will continue to take place to actively target students for Industry Certifications, Dual Enrollment, and AP coursework.	Student schedule requests, AP, Dual Enrollment and Industry Certification completion results will indicate improved student performance.
Scheduling dual enrollment sections for the College Experience course to encourage more access to accelerated course work and to provide all students with a purpose and expectation to be college and career ready by the time they graduate high school.	% of graduates will match the % of accelerated coursework completed by DHS students.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Kyle Johnson/ Nicole Gallucci
The percent of black students who graduate on time with a standard diploma / 4-year senior cohort will go from 77% to at least 87%.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Invite all black students that are behind in credits and/or have not passed EOCs that are required for graduation to participate in the ELP program.	Number of black students that participate in the ELP program.
MTSS processes will be focused on minority students who are at risk or off track to graduate on time as identified by the Early Warning System. By providing early interventions we hope to reduce the Gap in ELA 9 from 25% to 12%, in ELA 10 from 17% to 8%, in Algebra 1 from 14% to 7%.	MTSS minutes that identify students in need of support and resulting action plans. Cycle assessment data will be used to determine if the Gaps are reducing.

Subgroup Goal (ELL)	Goal Manager: Holly Oakes
The percent of ELL students who graduate on time with a standard diploma/4-year senior cohort will equal or surpass that of the school average 86%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Targeted support will be provided through ELL English Language arts instruction for students currently receiving services.	Class schedules, lesson plans, and student achievement data will indicate adequate progress for ELL students.
Assistance and support from ELL associate based on tiered levels of need that have been identified by the ELL committee.	ELL associate schedule Documentation of supports provided by ELL associate.

Subgroup Goal (ESE)	Goal Manager: Stephanie Davis
1. Improve ESE student achievement rate in each state tested area to minimize gaps (ELA, Math, Biology, US History). 2. Eliminate graduation rate gap between ESE and non-ESE students.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
DHS has moved to the co-teaching model. ESE teachers with certifications in the curriculum subject area will be co-teaching classes with the subject area teacher. This will in effect cut in half the TPR of these classes and will also not single out the ESE students as the support facilitation model did.	Grades and test results that align to the class averages.
Students needing extra support will be placed in co-teach classrooms.	Walkthrough and observations of co-teach classrooms to ensure the students are getting the proper support from both teachers in the classroom
Students will be placed in proper classes to ensure achievement of graduation goals.	Schedules that show proper progression of classes
Ensure all IEPs are completed timely and transition goals meet the student's level of achievement	All IEPs completed before the expiration date
Guidance counselors will meet with senior ESE students who are not on track at least once monthly to ensure that the student gets back on track and remains on track.	Counselor progress monitoring reports

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

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	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	9th	10th	11th	12th	#	%*
Students scoring at FSA Level 1 (ELA or Math)					209	165	122	496	
Students with excessive absences / below 90 %					140	110	101	351	
Students with excessive behavior / discipline**					66	32	22	120	
Students with excessive course failures**					302	221	218	741	
Students exhibiting two or more Early Warning indicators					214	143	102	549	

*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.
Dunedin High School will reduce the number of students missing 10% or more of the school year by 5%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
The Check and Connect program will continue to work with students that have attendance issues. The bi-monthly child study team will address students that have missed 10% or more of the school year to look for trends and to purpose interventions.		Reduced number of students missing 10 or more days a semester
Continue working with the PTSA and SAC to increase public awareness of the attendance issue and illicit their help with informing parents of the importance of students being present every day.		Reduced number of students missing 10 or more days a semester

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Dunedin High School will reduce the number of infractions that remove a student from the classroom by 5%.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Implement restorative practices school wide beginning with training of the faculty and staff during pre-school.		A reduction of referral consequences such as OSS, ISS and ABS that keep a student out of class.
Continue trainings on restorative practices throughout the school year		A reduction of referral consequences such as OSS, ISS and ABS that keep a student out of class.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal		Evidence to Measure Success

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.

Academic interventions will include authentic engagement in the classroom collaborative learning and gradual release students take ownership of their learning teachers check for understanding with goals and scales.
 Students will demonstrate understanding and learning gains on standardized tests and end of course assessments.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
 The Extended Learning Program will include direct, explicit instruction for students that will be selected based on academic need. We are starting to build a systematic way of work to address the needs of our Freshman students and support their teachers. We are implementing a Freshman Transition program to increase our efforts to ensure they have a successful 9th grade year and we will see an improved graduation rate in 4 years and more freshman on track to graduate at the end of one year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Afterschool sessions and Saturday sessions will be provided to students in subjects where they are not meeting standards and pacing for success on the course especially if it is a course with an EOC they must pass to graduate.	Data provided by embedded assessments from targeted ELP efforts.
Afterschool or in-school sessions provided to students who are not meeting standards and pacing for success on State assessments in ELA, Math, Science or Social Studies and all other courses.	Data provided by embedded assessments from targeted ELP efforts.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	79	% with advanced degrees	37
% receiving effective rating or higher	76	% first-year teachers	2
% highly qualified (HQT)*	78	% with 1-5 years of experience	21
% certified in-field**	78	% with 6-14 years of experience	40
% ESOL endorsed	31	% with 15 or more years of experience	40

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

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.

DHS annually participates in the district job fair. We post all jobs on Search Soft. We regularly examine and revise our interview questions to reelect current trends and best practices. Faculty input often from the department chairs is sought whenever possible when hiring new teachers. Having a diverse faculty is seen as a positive for the culture of the school. We strive to find the best candidate for each and every position.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Amanda	Bowman	White	Parent
Michael	Bowman	White	Parent
Kyle	Johnson	White	Principal
Waleska	Bahista	Hispanic	Parent
Niesha	Radovanic	Multi	Student
Joslyn	Pineda	Hispanic	Parent
Anita	Cole	Black	Parent
Dorothy	Hemond	White	Parent
Cathy	Svercl	White	Business/Community
Lisa	Moser	White	Parent
		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?

<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:
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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: Stephanie Davis/ Kyle Johnson
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Please state the days / intervals that your team meets below.
MTSS meets every other Tuesday. The SBLT/MTSS meets the second Monday of each 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. Attached budget if preferred.

The School Improvement funds will be primarily used in to increase teacher performance in the classroom. In order to increase increasing student learning gains in all subjects especially reading and math. School Improvement funds are under the dispensation of the School Advisory Committee. Teachers and administrators submit a request for funds in writing to the committee. During the monthly meetings, person requesting funds present their request to the committee. The committee votes on each request taking into consideration the number of students served by the request and its impact on student learning.