



School Improvement Plan 2017-18

Dunedin Highland Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Michael Vasallo	SAC Chair: Chris Morris
-----------------------------------	--------------------------------

School Vision	At Dunedin Highland Middle School, we strive for Academic Personalization, which enables all students to learn, achieve, and succeed with full options upon entering high school.
----------------------	---

School Mission	All students will learn, achieve, and succeed through excellence in educational practices while building character and confidence.
-----------------------	--

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	6.9	22.0	23.3	4.4	44.9	

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	47	47	52	48	41	45	58	64	79	79		
Learning Gains All	48	47	54	48								
Learning Gains L25%	26	37	40	36								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Assistant Principal	Calla	Alford	FT	4-10 years
Teacher Leader	Lisa	Brackney	FT	4-10 years
Teacher Leader	Mary	Corbett	FT	11-20 years
Language Arts/Reading Department chair	Robert	Milo	FT	4-10 years
Administrative Intern	Stephanie	Palmer	FT	Less than 1 year
Assistant Principal	Toni	Powers	FT	4-10 years
Science Department chair	Andrew	Reeves	FT	4-10 years
Math Department Chair	Cesar	Riquetti	FT	1-3 years
Principal	Michael	Vasallo	FT	Less than 1 year
Assistant Principal	Jenieff	Watson	FT	4-10 years
Teacher Leader	Megan	Welt	FT	1-3 years

Total Instructional Staff:	11	Total Support Staff:		



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).

Dunedin Highland Middle School is organized into Wall-to-Wall Theme Academies. Our three academies are the Center for Gifted Center (CGS), The Performing Arts and Motion Academy (PAMA), and The Arts and Technology Academy (ATA). PAMA and ATA are two interest-themed academies, using collaborative planning, instruction, and intervention. Our school-wide discipline plan consists of research-based systems. DHMS follows established discipline protocols outlined by the district code of conduct. All teachers will have and post our discipline guidelines in every classroom. Teachers will be participate in restorative practices activities during pre-school. Administrators and the student services team will conduct restorative circles during the summer with returning 7th and 8th graders who had high discipline referral counts. The school will develop a restorative practices team that will receive training during the summer. During pre-school, the team will train the staff in restorative strategies. The administrative team will model restorative meetings in PLCs. Teachers will also be responsible for teaching their classroom management plan to students and sharing it with their administrators in their Office 365 staff notebook. Teachers will also receive a Referral Flowchart, Major and Minor Infraction Guidelines, and MTSS Intervention Consequence during pre-school, to outline school wide processes. DHMS hierarchy of consequences uses progressive discipline to address violations of the Highlander Way, our school-wide guidelines for success, which means that all students will:

- (a) Be Respectful
- (b) Be Responsible
- (c) Manage Conflict Peacefully
- (d) Be an Active Learner

The school staff will focus on student engagement strategies to increase seat time using WICOR strategies. Our PBIS program is centered-around our token economy, KILTs. K.I.L.T. stands for: Kindness, Integrity, Leadership, and Teamwork. When a student exhibits, a K.I.L.T. quality listed above, he/she is rewarded with KILTs. These KILTs can be used to buy products from our school store or exchange for tickets to enter a school event such as a dance, show, or a game. Another PBIS strategy is the use of “positive referrals” for K.I.L.T. qualities or any positive behavior. A positive referral will result in administrators calling home to inform parents or guardians of the students reward. The positive referrals may be used for events, dances, shows, games, or popcorn on Fridays. DHMS employs a school-wide anti-bullying and violence prevention program, with the support of the Gulf Coast JCFS partnership with tier one presentations taking place weekly in Health/PE classes and tier two services provided in small groups. All bullying reports are processed and responded to in a timely fashion. The school’s partnership with PACE provides tier 3 intervention for female students. Academy Teams will monitor students’ behavior and academic success in weekly meetings. Student concerns are funneled to the MTSS team that includes psychologist, guidance counselors, social

worker, V.E. specialist, behavior specialist, and assistant principals. The team meets once per week to discuss students' behavior data and academic challenges. Teachers and staff rotate common area supervision duty throughout the year. The school campus monitor and a Pinellas County Sheriff Resource Officer provide full-time school supervision security. School Improvement funds will be used to support bringing in Dr. Glanton (specialist) in the Fall as a consultant for Restorative Practices support.

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?

Our school-wide expectation (Highlander way) is that our students at DHMS should:

- Be responsible
- Be Respectful
- Be an active learner
- Manage Conflict Peacefully

Dunedin Highland Middle School will begin the year with school-wide lesson plans 7 in 7 that devote a different period each day that focuses on affective curriculum, which includes promoting students' ownership of the DHMS Highlander way. We will continue using this type of positive and proactive classroom management practice throughout the year by encouraging teachers to reinforce and reteach social, behavioral, and academic skills regularly. Throughout DHMS building, school-wide expectation posters are posted, expectations are repeated through our news crew, and our principal makes it a part of his daily announcements so that students are reminded of these expectations. School-wide incentive plans, such as our K.I.L.T.s and positive referrals for attendance, behavior and academics will be used in conjunction with, groups and clubs such as the Principal's Multicultural Advisory Committee, Interact Service Club, and STEM Club, to cultivate a positive climate and relationship building within our general student body.

In addition, support is offered on a case-by-case basis in the areas of family supports, social and emotional groups, school-based psychological services, and homeless and transient living supports, as well as access to an on-site PACE representative, behavior specialist, and school social worker. To aide in the integration of all the aforementioned services, the school has PBIS, Solutions Data Team, and MTSS committees with representation from various content areas as well as non-classroom personnel to encourage continuity across the campus.

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.

DHMS will establish school-wide expectations from the start of the year through explicit teaching and re-teaching in school-wide assemblies and in classrooms starting with the first seven days of school. The implementation and monitoring of WICOR and arts infusion strategies will increase student engagement in the classroom, by focusing on the 6 M's of Culturally Responsive Teaching. In addition, staff members will begin restorative practice training to focus on positive strategies to build relationship between adults and students. These strategies will establish a strong Tier One that will prevent students from declining. The Gulf Coast JCFS counselor will also provide weekly lessons on social interaction to all 6th grade students through PE/Health classes. The Wall-to-Wall Academy approach will allow the school to group students and core teachers around interest-themed teaming. During academy PLCs, teachers will meet to review students' academic and behavior data and implement MTSS supports. Our MTSS team will review and screen students who are referred to our team. The MTSS team will evaluate students' needs to implement Tier Two services, such as referrals to the Gulf Coast JCFS program, or the student services team for small group behavioral and social intervention. Tier Two students who do not respond to interventions will undergo

further evaluation for potential, intense Tier Three interventions, including individual counseling, referral to the on-campus Pace counselor, PBIP, or a PSW.

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?

The school SBLT/AVID team will review school-wide data in PLCs to evaluate school-wide processes and expectations. Dunedin Highland Middle School teachers meet weekly with their Grade Level Academy Teams to discuss and assess students’ academics and behavioral standing. Intensive support comes from our MTSS Team, which meets weekly to analyze individual students and how they progress through our tiered systems of support. Those teams review all relevant documentation (Cum/Discipline file, ESE/MTSS file, IEP/504 Plan, and Focus) then discuss academic and/or behavioral concerns. If necessary, parents are contacted about any concerns and all interactions and communications are logged in Portal/Focus. Complete Student Concern Report, forms are located in teacher’s workroom. Depending on services needed, reports are submitted to intervention support. The SBLT/AVID drives the work of the MTSS team and promotes the discussion in Academy meetings. These processes are communicated to our SAC, PTA, staff, parents, students, and the community.

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).

Discipline data will be monitored on a school-wide basis by the SBLT/AVID team to evaluate the effectiveness of school-wide procedures and implement any changes or adjustments. Tier One interventions will be monitored through classroom walkthroughs. Dunedin Highland Middle School teachers meet weekly with their Grade Level Academy Teams to discuss students’ academic and behavioral progress. Student concerns that arise on the academy level are shared with our MTSS Team that meets weekly. The MTSS team evaluates individual students and the students’ response to our tiered systems of support. Those teams review all relevant documentation (Cum/Discipline file, ESE/MTSS file, IEP/504 Plan, and Focus) then discuss academic and/or behavioral concerns with team.

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?

Our school leadership ensures that all staff members have high expectation for the success of all students by monitoring lesson plans, conducting classroom walkthroughs, and providing professional development opportunities. In addition, data discussed through our SBLT/AVID team will be communicated to staff as a basis to start all discussion concerning student achievement, student engagement, professional development, and implementation of researched based strategies. The professional development plan will focus on AVID WICOR strategies, Restorative Practices, and the development of culturally relevant engagement strategies centered on Arts curriculum infusion in our CGS, PAMA, and ATA academies. The school lesson plan format will include these strategies, allowing our administration to effectively monitor teacher planning in regards to our initiatives. Administrators will also monitor implementation through iObservation walkthrough; strategy walks data and Instructional Support Model (ISM) feedback. Use of these strategies will require students to think in complex ways and apply knowledge. Teachers will provide rigorous learning goals and targets that are embedded in a performance scale that includes application of knowledge. The Academy meetings will outline plans for students to maintain and present a portfolio, conduct student led conferences, and complete a service project. One way to get to knowledge utilization is through our academic competitions. Our academies will promote more rigorous competitions or capstone events. Teachers who demonstrate high levels of implementation with WICOR and Arts strategies will open their classrooms as model classrooms on Demonstration Days (Strategy Walks). Demonstration Days will

take place quarterly this school year so that teachers can observe best practices. In addition, administrators will provide professional development “twenty and outs,” focusing on Marzano indicators that are in need of improvement for the staff. Teachers will also attend all district trainings, including Core Connections. School Improvement funds will be utilized to send teachers to training for AVID and Arts Infusion in the summer of 2018.

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?	
70 % of staff members will strongly agree or agree that DHMS leaders support an innovative and collaborative culture as measured by responses to standard 2.4 on the annual advanced Ed survey.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Refinement of policies, procedures, and processes of the academy model.	Mr. Vasallo
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.	
By spring of 2018, students will consistently demonstrate behaviors that reflect our “Highlander Way” (Be respectful, Be responsible, Be an active learner, and Manage conflict peacefully) as assessed by tools such as positive referrals, discipline and attendance records and survey. There will be a 10% reduction in discipline referrals and students’ suspension, a decline in tardy rates, decrease in student bullying behaviors and an increase in student attendance and school connectedness.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase positive behavior and staff-student relationship. Use restorative practices including circles and restorative questions to build connections between adults and students.	Mr. Vasallo Mrs. Watson
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?

The goal of our academy is to transform teaching and learning at DHMS. Teachers will be required to attend district-wide trainings in their content area, to receive training on pacing guides and unpacking standards.

Administrators will run monthly “Twenty-and-Out” trainings focusing on Marzano areas of improvement from 2016-2017, such as Purpose of Instruction, Critical Content, and Student Evidence, blending Marzano’s Element 1 and Element 6. Teachers will use common planning time in content teams to deconstruct standards so that there is a clear method of aligning standards with rigorous learning goals and scales. Student engagement will increase as we implement WICOR and Academy Themed project-based learning, to appeal to cultural relevance. Content PLCs will utilize common planning time to review Summative FSA and EOC data, Cycle Assessment data, SRI data, Performance Matters data, classroom grades, standards mastery, and number of retained students. Administrators will review lesson plans, conduct classroom observations, and use the High School Readiness report to ensure standards based instruction is preparing our students for high school.

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?

The key areas for improvement for Dunedin Highland Middle School are:

- Increase the use of AVID WICOR strategies to give students the opportunity to think critically (inquiry) and be more accountable (organization)
- Develop project-based, Arts infused curriculum in each academy to increase the use of culturally relevant strategies (collaboration, movement, music, mouth) and bridge the achievement gap at DHMS.
- Implement Restorative Practices strategies to decrease student discipline incidents and increase seat time for our L25 students.
- Utilizing a specific school wide lesson plan format to monitoring teacher progress towards these goals.

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.

DHMS teachers measure students’ growth through FSA, Cycle Assessments, SRI Lexile, and classroom grades. Instruction starts with standard-based goals and scales. Teachers meet on a regular basis through content area, academy teams, and general staff meetings to discuss students’ data and work on moving students from retrieval and comprehension to analysis and synthesis through their Learning Goals and Scales. Cycle Assessment data will be monitored in content PLCs to plan for standards mastery and create remediation plans. ELP, ABC intervention, Saturday School, and R’ Club resources will be informed of remediation and mastery needs to support student achievement. In this way, students’ data is used to drive instruction, implement learning goals and scales, and to plan for our ELP programs.

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).

DHMS mission is to prepare all students for high school success with full options. Administrators and academy teams will encourage and move all students toward high school promotion through data monitoring, MTSS Tiers of support and monitoring of the High School Readiness Report. Other interventions available include APEX credit recovery, ELP, RISE, HEAT, and ELP.

 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?	
DHMS will implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase positive behavior and staff-student relationship.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative walkthroughs, non-evaluative walkthroughs, ISM visits and feedback.	Administrative team
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?	
DHMS will increase the use of researched based, high yield AVID strategies specifically WICORA to assist students in accessing rigorous education.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
DHMS will monitor inclusion of AVID strategies in lesson plans, walkthroughs, content area PLCs and ISM visits.	Administrative team
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.

The 2016/2017 AdvancED survey indicates that 52% of the staff agreed or strongly agreed that our school leaders support an innovative and collaborative culture. This represents a 22% point performance gap when comparing DHMS to the district middle school average on standard 2.4. To improve in this area, the school's efforts to encourage positive working relationships between teachers, staff, and administrators will be focused on further development of the academy model. Teachers will meet weekly with their academy teams, guidance counselor, and assistant principal to review student achievement and discipline data. The academy model will increase transparency between administrators and instructional staff and provide the opportunity for teachers to participate collaboratively in the decision-making process. Staff voices will be heard in decision-making to ensure that teachers and staff have choices in their way of work.

In addition, to refining the academy model, DHMS will foster positive relationships by encouraging cross-academy collaboration. Team building activities will be conducted with all staff and use of instructional and management strategies will be highlighted and celebrated. Faculty, staff, and administrators will be provided opportunities for collaboration through participation in school-based teams, such as SBLT, AVID,

MTSS, Content PLCs, and Committees. In faculty meetings and professional development sessions, teachers and staff will get the opportunity to interact with different faculty members according to activities.

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.

The goal to support teacher collaboration is for teachers and staff to meet during Common Planning for Academy Teams. Teachers will get at least an hour a week for PLC planning. Content Specific PLCs will meet to discuss and collaborate using student data. Committees PLCs (Discipline, Literacy, SBLT, SIP, Technology, Site Safety, Hospitality, and Testing) will meet to support programs at our school. Our general staff meeting will also be a time of collaboration to discuss or be informed about issues affecting our school.

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?

During the 2016-2017 school year, DHMS professional development focused on:

- AVID strategies incorporated through all content areas.
- Core Connections training provided language arts teachers with best practices for highly engaged instructions.
- District content area training to improve skills for all teachers
- Strategic Instruction Model (SIM) to address the needs of students who required intensive intervention on how to read complex text focusing on unit organizer.
- “Twenty and Out” provided teachers with Marzano strategies

The professional development plan for 2017-18 will focus on :
AVID WICOR strategies, Arts Infusion for Culturally Responsive Teaching, and Restorative Practices. These themes will be presented in pre-school, academy teams, Demonstration Days, faculty meetings, PLCs, and teacher training days. SIP funds will provide for a specialist such as Dr. Glanton, President and lead consultant with The Education Company, to present on a teacher-planning day in the Fall for our staff to support Restorative Practices in Student Discipline. Administrators will conduct “Twenty and Out” trainings, focused on gaps in last year’s iObservation and ISM data. Additional Professional Development opportunities will continue to support the 10-70-20 lesson plan model, and the establishment of model classrooms. In the summer, School Improvement funds will support AVID and Arts infusion training for staff. In addition, teachers will be asked to attend their content area district trainings to support their efforts in improving their teaching skills.

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?
WICORA/AVID strategies	Summer Pre-School Ongoing	All teachers	High student achievement Rigorous lessons Engaging activities for students
Restorative Practice	Summer Pre-School Ongoing	All teachers	Decrease in disciplinary referrals Decrease in the disciplinary gap between minorities and Caucasian
Culturally Responsive Instruction	Pre-School Ongoing	All teachers	High student achievement Engaging lessons Disparity Gap
Core Connections	Summer Pre-School Ongoing	LA /reading and Social Studies teachers	High student achievement
Marzano strategies	Ongoing	All teachers	Engaging lessons High student achievement
10-70-20	Ongoing	All teachers	Planned engaging lessons
	Ongoing	All teachers	



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).

The 2016/2017 AdvancED survey indicates that 46% of the parents agreed or strongly agreed that our school personnel regularly engage families in their children’s learning. This represents a 19.9% point performance gap when comparing DHMS to the district middle school average on standard 3.8. We value our parents and community stakeholders so to improve in this area, the DHMS community liaison will build relationships with our parents and community stakeholders. The liaison will network to recruit volunteers, mentors, and business partners to be a part of our school-wide efforts to utilize the skills and knowledge of Dunedin and Clearwater community. DHMS has partnerships with the Martin Luther King Center in Greenwood. Administrators will meet with the coordinators to discuss issues concerning students’ academic and social interests. The city of Dunedin and the Greenwood community are strong partners in support of our students and families. School staff members go exceed the call of duty to support our students in community events. One major event is for the administrative team and staff members to spend evenings with the families at football games or practices to meet and greet with

coaches and community members who become our allies. We conduct a Portal night, an AVID night, and an assessment tips night duplicated in our communities that give parents the opportunity to get connected to the school. During pre-school, DHMS representative will engage with the community by setting up a booth at the back-to-school event in Greenwood to meet with families and offer information. This year DHMS staff will host back to school events and various parent meetings such as band booster meeting, PTA, SAC, ESOL Parent Night, AVID parent night, Restorative Meetings, parent night throughout our students' communities (Greenwood, Garrison Jones, and East Lake). A strong partner is our R'Club, which will support our student achievement needs in Science, particularly by providing STEAM opportunities. 6th grade families are welcomed and oriented to our school and programs through Magnet Fair, Discovery Night, Registration Night, Camp Highlander, and 6th grade orientation night. DHMS uses our school website, social media, marquee messages, school messenger, Peach Jar, and guidance scheduled conferences to keep in constant communication with parents. We have outstanding performances by our world class Pipe band at various community events. We will continue our positive relationships with Friends of Dunedin, Honeymoon Island, Dunedin Chamber of Commerce, Dunedin Rotary, and Interact club. This year DHMS will pursue a partnership with Artz 4 Life community organization to support Arts Infusion.

The 2016/2017 AdvancED survey indicates that 34% of the parents agreed or strongly agreed that our teachers keep parents informed of how their child is graded. This represents a 21.6% point performance gap when comparing DHMS to the district middle school average on standard 3.10. To improve in this area, the teachers will continue to keep parents informed regularly of how students are graded by sending home information (mid-term reports, 9 weeks report card), by making calls to parents about academic performance of students. Guidance counselors will also keep parents informed by calling about academic performances, set up conferences for students who need intervention or have special circumstances while also making sure that the parents of students who are performing and achieving get regular updates about their child's performance. In addition, teachers will keep their Portal updated so that parents can be informed of students' grades.

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.

DHMS provides parents, families, and communities with the necessary academic tools to increase student achievement. Several times during the year, DHMS hosts family nights at various locations to guarantee that our parents and stakeholder receive valuable academic information. Our parents' nights are carefully planned this year to include instruction on graphic organizers, AVID strategies, test strategies, data chats, and portal night. To evaluate our program we can ask these questions. Did the families get to learn about a new tip or tool to support their child's learning at home? Did they practice a new skill or strategy to support their child's learning? Did the teachers hear from the families about what they know about their child that might help them be a better teacher to their child?

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.

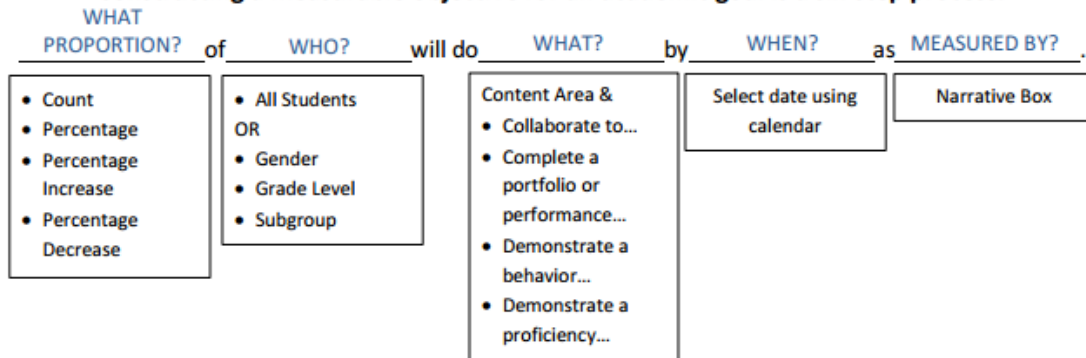
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
DHMS would like to educate and support 100% of our families to enable them to effectively reinforce learning and work with staff to produce healthy developed students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Educate parents on how to support their students educationally, socially, and emotionally. Keep in constant communication about students' academics, and social and emotional needs.	Mrs. Watson
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?	
DHMS goal is to build partnership and relationship with 100% families, working across cultural lines.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Our administration team and staff will open the lines of communication with families, ensuring transparency. DHMS will be intentional about planning family events so that desired outcomes are met. Lastly, staff will be taught how to have positive interactions with parents.	Mrs. Watson
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: Mrs. Watson
In 2016/2017, 47% of our students scored at the proficient level or above in ELA, FSA. The percentage of students achieving proficient or higher on the ELA FSA in Spring 2018 will increase from 47% to 52% or at least by 5% points.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will attend Core Connections trainings and implement Core Connections standard based lessons and strategies.	Increased student achievement and standard mastery on cycle assessments.
ELA teachers will use WICORA strategies, emphasizing inquiry, collaboration, and culturally responsive teaching to engage students.	Increased engagement as observed through walkthroughs.
Teachers will participate in PLCs with a structured agenda to ensure discussion of best practices and student achievement data.	PLC Minutes will reflect collaborative planning that engages students and increases achievement.
Teachers will analyze Cycle Assessment data to focus on student deficits and build in remediation opportunities.	Increase students' performance on cycle assessments.

Mathematics Goal	Goal Manager: Mrs. Powers	
In 2016/2017, 52% of our students scored at the proficient level or above in Math, FSA. The percentage of students achieving proficient or higher on the Math FSA in Spring 2018 will increase from 52% to 57% or at least by 5% points.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Math teachers will use WICORA culturally responsive strategies with an emphasis on inquiry, collaboration, and arts infusion to engage students.	Increased student engagement as evidenced by walkthroughs.	
Math teachers will implement a remediation plan in their bi-weekly planning, incorporating either one-45 minute period or three-15 minute mini-lessons to remediate students on missing standards.	Increased student mastery of standards	
Math teachers will conduct monthly PLCs during their common planning and plan collaboratively to insure student engagement and monitor student achievement, standards mastery, and cycle assessment results.	Increased student achievement	
Math teachers will focus on struggling and L25 student, creating and monitoring remediation plans with mini-lessons or full re-instruction to support. Reassess for desired growth/mastery. Begin showing FSA type of questions for those standards NOW, not right before FSA Testing.	Increased individual student achievement on cycle assessments and FSA assessments.	

Science Goal	Goal Manager: Mrs. Alford/ Mrs. Palmer	
In 2016/2017, 41% of our students scored at the proficient level or above in Science. The percentage of students achieving proficient or higher on the SSA in Spring 2018 will increase show a minimum 5% increase from 41% to 46% or better.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Science teachers will use WICORA and culturally responsive strategies, emphasizing scientific inquiry and research, scientific thinking, and writing opportunities to engage students.	Well written labs Use of inquiry when researching and using scientific thinking	
Peer coaching is available to support instructional strategies for the purpose of implementing standards based instruction through the 10-70-20 model.	PLC minutes show evidence of collaboration within science team to improve instruction and engagement	

	strategies in order to increase in student achievement.
Teachers and administrators will conduct regular data chats (Cycle Assessments & GAP Assessments). These data chats should gauge students' mastery of the content/standard and should be used to differentiate and scaffold instruction.	Monitoring of standard based lesson plans. Improvement in students' achievement.
Teachers will conduct regular data chats with their students after each cycle assessment to revisit standards lacking proficiency and provide remediation of specific content standards as necessary.	Staff and student data chats. Students will also have personal data in their notebooks and specific goals to work towards.
Implementation of literacy strategies in science to engage students in understanding complex text.	Use of AVID strategies

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: Mr. Vasallo
In 2016/2017, 58% of our students scored at the proficient level or above in Civics. The percentage of students achieving proficient or higher on the EOC in Spring 2018 will increase from 58% to 63% or at least by 5% points.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Social Studies teachers will use WICORA, culturally responsive strategies emphasizing writing through DBQ, inquiry-based higher order thinking questions, writing skills, and reading within the content area utilizing the Civics Benchmark Clarifications.	Increased student engagement as observed through walkthroughs. Evidence of strategies in lesson plans
Attend district training for social studies teachers on DBQ and reading across content areas and use material for lesson planning.	Administrative review of lesson plans will seek evidence of teacher learning and implementation of new instructional strategy.
Follow the 10-70-20 structure for lesson planning.	Increased student engagement, increase in student achievement and formative assessments.
Use FSA writing rubric to give feedback on DBQ assignments.	Increased achievement in formative assessments and performance on assignments.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Mr. Vasallo
Actions / Activities in Support of Goal	Evidence to Measure Success
For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-18, is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Middle School Acceleration	Goal Manager: Ms. Northcutt
2017/2018, the number of students at DHMS achieving middle acceleration will increase by a minimum of 5% points.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Use multiple data points to schedule students in appropriate courses to maximize potential for students to achieve acceleration.	Increase participation in accelerated courses.
Practice open access for accelerated courses.	Increase participation in accelerated courses.
Increase participation in AVID program to support students attempting accelerated courses for the first time and bridge the achievement gap for minority students.	Increase performance in accelerated courses

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Mrs. Watson
2017-2018, Black students will increase proficiency in state assessments by 5% points.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase positive behavior and staff-student relationship.	Increase in minority student engagement as evidenced by walkthroughs.
Implement a Restorative Practice System in all of our Academies	Increase of seat time for black students.

Recruit enrollment in tutoring, FSA boot camp, ELP	Increase in student achievement
--	---------------------------------

Subgroup Goal (ELL)	Goal Manager: Mrs. Powers
The ELL students will increase performance on 2018 spring state assessments by 5 points%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase positive behavior and staff-student relationship.	Engaged student as evidenced by administrative walkthroughs.
Ensure that all ELL students have the appropriate placement as dictated by the 2017 Access testing. Teachers will use the placement test to drive effective instruction in each content area classroom.	Appropriate placement Effective delivery of content to meet the needs of students.

Subgroup Goal (ESE)	Goal Manager: Mrs. Clarke
The students designated ESE will increase performance on 2018 spring state assessments by 5%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase positive behavior and staff-student relationship.	Engaged students as evidenced by walkthroughs.
Provide intensive support and intervention for students who require such services by having teachers read their students' IEP and provide the supports that students need. General educators will plan with support facilitators as well as our ESE assistants in core content areas to focus on small group instruction, differentiation, and how to include specialized instructions into daily lessons. Provide appropriate testing accommodations for ESE students.	Lesson planning with general education teachers and support facilitators

Subgroup Goal (If Needed) AVID	Goal Manager: Mrs. Watson
2017/2018 DHMS will increase the number of students enrolled in our AVID program by 10%.	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>AVID Leadership</p> <ul style="list-style-type: none"> •Establish a school-wide Mission and Vision that aligns with AVID •Share the school’s Mission and Vision with all stakeholders •Integrate the AVID Site Team with the SBLT 	<ul style="list-style-type: none"> •Implement a shared Mission and Vision that focuses on the achievement gap and drives school-based •Combine the AVID site team and SBLT by adding site team members to SBLT
<p>AVID Culture</p> <ul style="list-style-type: none"> •Adopt a school-wide suggested lesson plan format with WICOR imbedded •Embed AVID strategies in Professional Development, Faculty Meetings, and Demo Days 	<ul style="list-style-type: none"> •Allow all students to benefit from WICOR strategies and improve levels of Rigor and Engagement in the classroom measured by ISM and Walk-Through data
<p>AVID Systems</p> <ul style="list-style-type: none"> •Refine the AVID recruitment and selection plan •Target elementary, articulation and the transition from 6th grade to 7th grade 	<ul style="list-style-type: none"> •Increase AVID enrollment •Require AVID elective for ATA and PAMA 7th grade •Interview Day using 6th grade AVID at Elementary, Parent Letters (Postage
<p>AVID Instruction</p> <ul style="list-style-type: none"> •Implement WICOR-A by monitoring the use of WICOR strategies and integrating arts infused lesson plans 	<ul style="list-style-type: none"> •Allow all student to benefit from WICOR strategies and improve levels of Rigor and Engagement in the classroom measured by ISM and Walk-Through data •Create WICOR-A posters (Tech Classes



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 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	123	115	117					355	34
Students with excessive absences / below 90 %	59	64	57					180	17.23
Students with excessive behavior / discipline**	113	118	124					355	34
Students with excessive course failures**	7	12	18					37	3.5
Students exhibiting two or more Early Warning indicators	78	98	95					271	25.9

*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.	
DHMS will decrease the number of students absent from school 10% or more by 5%.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
The child study team will complete PSW and meet with our attendance specialist every two weeks to problem solve to determine the most common reasons/barriers our students miss school.	Increase in students’ attendance
2017 survey suggests that lack of engagement is affecting students’ attendance at school.	Provide engaging lesson.
To increase the rate of teachers taking attendance with fidelity	Teachers taking attendance daily with a follow-up reminder by DMT to those who have not taken attendance.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
2016/2017 DHMS referral risk per student was 8.9. In 2017-2018 school year DHMS will reduce the referral risk per student to 7.0.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Implement a Restorative Practice System in all of our Academies		Reduction in referrals and repeated offenses
Teacher pre-school training on Restorative Practices		Reduction in the number of students requiring Tier 2 and Tier 3 services

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
2017/2018 DHMS will reduce the number of out-of-school-suspensions by 3%		
Actions / Activities in Support of Goal		Evidence to Measure Success
Increased utilization of Saturday School and Detention with academic intervention.		Reduction in disciplinary referrals

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 Intervention HEAT: Help Eliminate Academic Tardies Extended Learning Program FSA boot camp Tutoring Data sources: Focus reporting, Performance Matters, state assessments, class grades, all computer-based reporting software.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
DHMS will increase the number of students in intervention programs by 10%.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Plan and implement all intervention programs by August 21, 2017	All ELP program begins
Plan and implement FSA bootcamp.	Begin and implement FSA bootcamp January-May 2018

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	70	% with advanced degrees	41.4
% receiving effective rating or higher		% first-year teachers	7.1
% highly qualified (HQT)*	75.7	% with 1-5 years of experience	18.6
% certified in-field**	100%	% with 6-14 years of experience	41.4
% ESOL endorsed	22.9	% with 15 or more years of experience	32.9

*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.

We retain and recruit highly qualified teachers based on their academic certification that best meets our needs. Our new teachers to our school will meet throughout the year with a qualified mentor teacher who will orientate new teachers to the campus and our way of work at Dunedin Highland Middle School. We celebrate teachers for their use of highly effective best practices with our students. We provide on-going professional development to support our teachers. In addition, DHMS interviews all qualified minorities who apply for a position.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Michael	Vasallo	Hispanic	Principal
Seanrick	Lawrence	Black	Support Employee

Chris	Morris	White	Business/Community
Alex	Acosta	Hispanic	Parent
Anna	Ortiz	Hispanic	Parent

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 type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
------------------------------	-----------------------------	--------------------------

SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Mr. Vasallo/ Mrs. Watson
---	-----------------------------	---

Please state the days / intervals that your team meets below.

Meeting dates for SBLT: Every Friday @8:40
Meeting dates for MTSS: Mondays @2:30

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 are utilized to pay for many events and items. Our SIP funds will be used for TDE's to cover the cost of substitute teachers when instructional staff attends trainings or conferences. We also allocate funds for academic competitions and upkeep of equipment. In addition, we fund all PBS activities, all celebrations at DHMS, and all community activities.

TDE/conferences-2500 Summer payroll- 1000 Celebrations/clubs/competitions- 1500

--