Dunedin Highland Middle School

2020-21 Schoolwide Improvement Plan

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Dunedin Highland Middle School

70 PATRICIA AVE, Dunedin, FL 34698

http://www.dunedin-ms.pinellas.k12.fl.us

Demographics

Principal: Brandon Glenn

Start Date for this Principal: 6/18/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students Pacific Islander Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dunedin Highland Middle School will establish a close working relationship with our neighboring community, demonstrating pride and respect for diverse cultural and socio-economic backgrounds, striving for 100% student success. We look to be a leader in cutting-edge technology, research-based learning strategies, and professionally developed educators.

Provide the school's vision statement.

Dunedin Highland Middle School will close the achievement gap and open new learning opportunities to ensure that all of our scholars are prepared for college and career success by providing a safe and respectful environment, inspiring excellence in educational practices and student achievement, and demonstrating pride in our school community.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Vasallo, Michael	Principal	Principal
Watson, Jenieff	Assistant Principal	Assistant Principal
Forbes, Nathan	Assistant Principal	Assistant Principal
Earle, Kathleen	Instructional Coach	ELA Dept. Chair
Flannery, Kelly	Instructional Coach	Science Dept. Chair
McDonnell, Katelyn	School Counselor	School Counselor
Riquetti, Cesar	Teacher, K-12	Mathj Department Chair
Amato, Sherri	Teacher, ESE	
Barron, Sarah	Teacher, ESE	
Bergstrom, Teresa	Teacher, K-12	
Dolan, Diana	Assistant Principal	
Emry, Michelle	Teacher, K-12	
Knight, Alyssa	Teacher, K-12	
Meredith, Ann	Teacher, K-12	
Renfroe, Tobias	Teacher, K-12	
Vaughan, Laura	Teacher, K-12	
Domante Hartzell, Stacey	Instructional Coach	MTSS Coach

Demographic Information

Principal start date
Thursday 6/18/2020, Brandon Glenn

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
54

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	371	362	320	0	0	0	0	1053
Attendance below 90 percent	0	0	0	0	0	0	93	37	47	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	49	50	3	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	28	34	23	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	23	22	9	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	74	68	0	0	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	50	81	70	0	0	0	0	201

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	58	68	48	0	0	0	0	174

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	12	15	5	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Date this data was collected or last updated

Friday 7/10/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	392	333	299	0	0	0	0	1024
Attendance below 90 percent	0	0	0	0	0	0	50	57	50	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	12	65	65	0	0	0	0	142
Course failure in ELA or Math	0	0	0	0	0	0	45	41	36	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	0	0	0	119	115	99	0	0	0	0	333

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	50	79	64	0	0	0	0	193

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	14	3	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	5	7	5	0	0	0	0	17

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	392	333	299	0	0	0	0	1024
Attendance below 90 percent	0	0	0	0	0	0	50	57	50	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	12	65	65	0	0	0	0	142
Course failure in ELA or Math	0	0	0	0	0	0	45	41	36	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	0	0	0	119	115	99	0	0	0	0	333

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	50	79	64	0	0	0	0	193

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	14	3	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	5	7	5	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	52%	54%	47%	51%	52%
ELA Learning Gains	54%	55%	54%	48%	51%	54%
ELA Lowest 25th Percentile	34%	47%	47%	26%	40%	44%
Math Achievement	55%	55%	58%	52%	54%	56%
Math Learning Gains	54%	52%	57%	54%	52%	57%
Math Lowest 25th Percentile	29%	46%	51%	40%	44%	50%
Science Achievement	48%	51%	51%	41%	51%	50%
Social Studies Achievement	60%	68%	72%	58%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	53%	51%	2%	54%	-1%
	2018	48%	49%	-1%	52%	-4%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	49%	51%	-2%	52%	-3%
	2018	53%	48%	5%	51%	2%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
08	2019	51%	55%	-4%	56%	-5%
	2018	49%	55%	-6%	58%	-9%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	41%	44%	-3%	55%	-14%
	2018	31%	45%	-14%	52%	-21%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	60%	60%	0%	54%	6%
	2018	57%	59%	-2%	54%	3%
Same Grade Comparison		3%				
Cohort Comparison		29%				
08	2019	16%	31%	-15%	46%	-30%
	2018	17%	31%	-14%	45%	-28%
Same Grade Comparison		-1%				
Cohort Comparison		-41%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	45%	51%	-6%	48%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	53%	-9%	50%	-6%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	68%	-9%	71%	-12%
2018	61%	66%	-5%	71%	-10%
Compare	-2%				
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	55%	39%	61%	33%
2018	92%	57%	35%	62%	30%
Compare	2%				
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare	0%				

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	53	44	32	46	37	35	26			
ELL	24	48	40	32	33	27	12	28	62		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	83	77		93	76		79	80	97		
BLK	20	34	25	24	37	20	15	25	71		
HSP	35	45	42	43	44	31	28	51	84		
MUL	52	52	29	45	42	25	43	40	88		
PAC	27	27		36	45						
WHT	73	66	38	74	67	45	72	86	89		
FRL	33	44	35	36	41	28	28	45	71		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	35	26	27	44	34	19	46			
ELL	13	42	52	21	41	37	11	39			
ASN	82	61		92	84		92	96	93		
BLK	17	32	29	18	29	26	12	31	71		
HSP	33	47	45	38	46	36	33	48	93		
MUL	38	43	38	34	34	33	27	57			
PAC	14	55		27	46						
WHT	71	61	23	73	69	36	61	77	88		
FRL	29	40	35	32	41	30	25	44	76		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	20	21	12	32	37	7	34			
ELL	8	29	36	13	31	40	3	6			
ASN	87	80		87	76		78	92	96		
BLK	13	16	10	18	35	34	11	26			
HSP	31	40	33	36	45	45	21	50	66		
MUL	44	50	33	50	49	58	31	25			
PAC	29	23		25	45						
WHT	67	63	38	69	65	42	60	76	80		
FRL	26	34	25	31	42	38	21	39	61		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32

ESSA Federal Index	
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	34
Pacific Islander Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our two greatest areas of concern are the gap in our disciplinary risk ratios between black and non-black students and the achievement gap (both proficiency and learning gains) between our black and non-black students, particularly in Reading.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Despite learning and proficiency gains in most of our academic areas, our greatest area of decline came in the learning gains of our students in the bottom quartile. These students are not progressing due to low expectations in their classes, a need for more culturally responsive teaching strategies, and the need for improved literacy skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Learning gains in our lowest 25% learners is the area of our greatest gap with the State Data. These students are not progressing due to low expectations in their classes, a need for more culturally responsive teaching strategies, and the need for improved literacy skills.

Which data component showed the most improvement? What new actions did your school take in this area?

Science Achievement was the area of the greatest growth. This growth was attributed to a strong professional learning community, more explicit planning, evidence of culturally relevant strategies, and higher expectations for all students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern based on the EWS data are the high number of students missing school and the high number of students at level one on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Schoolwide Literacy Strategies to increase student agency and achievement in English-Language Arts.
2. Continued development and implementation of Equitable Practices and Culturally Relevant Teaching Strategies.
3. Increased fidelity with tier one instructional strategies and streamlined process for identifying and impelmenting tier two and three supports

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our level of performance for 2018-2019 showed 29% of our L25 students made learning gains in Math as evidenced in Math FSA. We expect our performance level to be 40% by FSA 2021. Our current level of performance for 2018-2019 showed 55% of our students reached proficiency in Math as evidenced in Math FSA. We expect our performance level to be 60% by FSA 2021.
Measurable Outcome:	The percent of L25 students who are making learning gains in Math will increase from 29% to 40%, as measured by FSA. The percent of all students who are making learning gains in Math will increase from 55% to 60%, as measured by FSA.
Person responsible for monitoring outcome:	Diana Dolan (doland@pcsb.org)
Evidence-based Strategy:	1. Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student. 2. Support staff and students to utilize data and implement specific action plans to address remediation needs.
Rationale for Evidence-based Strategy:	L25 and subgroup data suggests a need to further differentiate instruction to meet the needs of all learners in the math classroom. By focusing implementing lessons at the appropriate level of rigor for the standards while scaffolding and differentiating instruction along with using data to drive instruction and remediation, we will better be able to meet the needs of all our learners.

Action Steps to Implement

(AS1.S1) Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers create and use ongoing formative assessments (e.g. IXL) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions differentiated based on the needs of each learner.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS2.S1) Conduct regular, twice-monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for scaffolded instructional lessons.

Person Responsible	Cesar Riquetti (riquettic@pcsb.org)

(AS3.S1&2) Teachers will engage in Professional Development opportunities focused on AVID strategies around rigor and differentiation, as well as culturally relevant teaching, monitoring for learning with feedback, and facilitated planning sessions so they may work with other math teachers to improve their practices around the use of data for differentiation and conducting data chats with students.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS4.S1) Administration will support teachers as they engage in purposeful, standards-based planning to meet the needs of all students and common planning practices to organize students to interact with content in manners that differentiates/scaffolds instruction to meet the needs of each student by attending PLC's and monitoring classroom environments.

Person Responsible Diana Dolan (doland@pcsb.org)

(AS5.S2) Administration will support teachers' use of online platforms such as IXL, Canvas, and Algebra Nation that provide opportunities for students to strengthen their understanding and fluency on standards by monitoring, providing feedback, and informing them of any upcoming PD.

Person Responsible Diana Dolan (doland@pcsb.org)

(AS6.S2) Teachers will work within their classes to conduct regular data chats with students both so studnets are familiar with their personal data and so teachers can work with students to create action plans specific to their individual needs.

Person Responsible Diana Dolan (doland@pcsb.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our current level of performance in school-wide behavior data indicates class/campus disruption makes up the highest percent of school discipline at 27% or 512 referrals. This has led to more than 350 instances of ISS or OSS. Also, our referral data indicates that a disparate number of referrals were given to our Black students as they made up 22.5% of the student population but 48% of the referrals at a rate of 4.45 referrals per Black student. Schoolwide, a student's risk of receiving referrals was 2.09. We expect our performance for 2020-2021 to reflect a more equitable distribution of referrals while reducing class/campus disruption referrals by at least 100, reducing the overall referral risk for the school
Measurable Outcome:	The referral risk (percentage of students receiving referrals) of all students receiving referrals will decrease from 33.8% to 30%, as measured by the end of the year discipline data in the School Profile Dashboard.
Person responsible for monitoring outcome:	Diana Dolan (doland@pcsb.org)
Evidence-based Strategy:	1. Strengthen the ability of all staff to establish and maintain positive relationships with all students. 2. Strengthen the implementation of research-based practices around equity and culturally relevant teaching.
Rationale for Evidence-based Strategy:	Creating an environment that is safe, supportive, and respectful increases learning time for students by decreasing the time spent focused on behavior management as well as the time students spend out of the classroom. Students have been shown to be more willing to adopt a growth mindset in the class and attempt higher-level work once positive relationships have been formed within the school.

Action Steps to Implement

(AS1.S1) During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19. SBLT will monitor teacher delivery of these lesson plans.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS2.S1) Train staff on the use of Kickboard as the schoolwide PBIS platform and support its use across campus to reinforce positive behaviors and communicate expectations related to negative behaviors. Review data from the system with SBLT at least quarterly and discuss the next steps to ensure fidelity of implementation.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS3.S2) All first-period classroom teachers will conduct weekly (minimum) community-building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, share class responsibility, grow empathy, establish the use of "I" statements to express feelings, demonstrate and practice active listening and use of affective language.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS4.S2) Train all teaching staff on CRT and follow-up during content PLC's to continue building teacher capacity to intentionally build CRT into lesson plans.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS5.S1) Administrators will utilize the BoQ and TFI checklists to conduct walkthroughs and provide feedback to teachers related to CRT and PBIS along with restorative practices and SEL practices.

Person Responsible Diana Dolan (doland@pcsb.org)

(AS6.S1) During preschool and the fall semester, SBLT members will train all staff on discipline procedures for major and minor behavior problems and the data systems to ensure school-wide consistency during preschool. Members of the leadership team will conduct monthly checks for accuracy of information and comprehension (e.g. referral process flowchart, definitions of problem behaviors, explanation of major vs. minor referral forms)

Person Responsible Michael Vasallo (vasallom@pcsb.org)

(AS7.S1) Kickboard will be established as a system of recognition to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the expectations/rules. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied and reflect student interests (based on student input).

Person Responsible Michael Vasallo (vasallom@pcsb.org)

(AS8.S1) At least weekly, teachers will review and re-teach expectations and rules. SBLT will establish plans for expectations to be reviewed weekly based on current data to be used in routine Morning Restorative Circles

Person Responsible Diana Dolan (doland@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of performance is 48% of our students are proficient, as evidenced in SSA 2019. We expect our performance level to be 53% by SSA 2021. The data demonstrates a large discrepancy in the proficiency levels of various subgroups within the school. By examining data and differentiating instruction, we expect to be able to reach a higher percentage of our students on the cusp of proficiency. Further, our data suggests a correlation between science achievement and ELA proficiency, demonstrating a need to focus on reading in the science content area to promote an increase in science achievement.
Measurable Outcome:	The percent of all students reaching level 3 or higher on Science SSA will increase from 48% to 53%, as measured by SSA 2021.
Person responsible for monitoring outcome:	Diana Dolan (doland@pcsb.org)
Evidence-based Strategy:	1. Science teachers will utilize data to differentiate and scaffold instruction to increase student performance. 2. Teachers implement literacy strategies in science to engage in reading and analyzing complex text as well as engage students with text-dependent questions and performance tasks aligned to standards.
Rationale for Evidence-based Strategy:	L25 data and subgroup data suggests a need to further differentiate instruction to meet the needs of all learners in the science classroom. By implementing lessons that include opportunities to engage in text-dependent tasks while scaffolding and differentiating instruction along with using data to drive instruction and remediation, we will better be able to meet the needs of all our learners.

Action Steps to Implement

(AS1.S1) Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS2.S1) Utilize data to strategically identify a variety of modalities when presenting concepts and instruction to meet the needs of each student.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS3.S2) Ensure implementation of literacy in the science content area- including the use of AVID reading strategies and grade-appropriate complex texts in science classes.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS4.S2) Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS5.S2) Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that

include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

Person Responsible Diana Dolan (doland@pcsb.org)

(AS6.S1.2) Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps.

Person Responsible Diana Dolan (doland@pcsb.org)

(AS7.S1) conduct data chats with students and support students with setting learning goals based on data and monitoring progress

Person Responsible Diana Dolan (doland@pcsb.org)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our most current level of performance is that 34% of our L25 students are making learning gains, as evidenced in the 2019 FSA ELA Reading and Writing Assessments. We expect our performance level to be 45% of our L25 Reading students making learning gains on the 2021 FSA Reading. (11% gain in L25 learners) Our current level of performance is that 52% of our students are reaching proficiency in ELA, as evidenced in the 2019 ELA FSA. We expect our performance level to be 57% by FSA 2021. (5% gain)
Measurable Outcome:	The percentage of all students who are L25 making learning gains in ELA will increase from 34% to 45%, as measured by FSA. The percentage of all students who are making learning gains in ELA will increase from 52% to 57%, as measured by FSA.
Person responsible for monitoring outcome:	Jenieff Watson (watsonje@pcsb.org)
Evidence-based Strategy:	1. DHMS ELA teachers will identify critical content from LAFS standards and utilize district resources to plan and execute lessons that will assist students in improving their learning and make learning gains in formative and summative school, district, and state assessments. 2. DHMS teachers will utilize students' and teachers' data to organize students, drive instruction, identify areas of proficiency and areas that require remediation/reteaching, and differentiate/scaffold instruction so that students interact with content in manners that meet each student's needs. 3. DHMS teachers will infuse culturally responsive lessons and strategies routinely in planning and teaching.
Rationale for Evidence-based Strategy:	Due to the number of students not making learning gains (review of FSA 2019 data), and students not working to full potential, teachers must focus lessons on critical standards-based content (1), and use data-informed, culturally responsive lessons and strategies to increase student learning and learning gains.

Action Steps to Implement

AS.1 EBS.1 - Administrators, the literacy coach, and ELA/Reading staff developers will monitor ELA lessons to ensure standards-based instruction and task/standard alignment are accurate and to collaborate with teachers to determine the next steps and provide feedback to support teachers' growth.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS 2. EBS.1.2 - ELA/Reading teachers will utilize assessment platforms for collecting and assessing writing,
reviewing student data, and guiding instruction.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS 3. EBS 1. 2 - Using equity-aligned student work and PLC protocol, teachers will meet in Professional Learning Communities (PLCs) at least once per month to review students' responses to tasks and plan text-dependent questions, close readings, and skill/strategy-based student groups to support students' success with complex text. There, teachers will also utilize a planning roadmap to choose strategies and

resources for use as they plan for high engagement, rigor, and progress monitoring. Principals and Assistant Principals supervising ELA/Reading department will attend PLC meetings.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

AS. 4. EBS. 2. 3 - ELA/Reading teachers will implement grade-specific exemplar lessons, culturally responsive LAFS-aligned lessons, plan and execute rigorous standard-based lessons so that students will read multiple texts and write paragraphs and essays to answer questions using research-based strategies, including tasks designed to FSA test item specifications.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

AS. 5. ABS 2 - Teachers receive professional development on close reading strategies, standard-based strategies including AVID strategies, and ways of using assessments to challenge and meet the needs of all students.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

AS 6. ABS. 1.2 - Teachers will monitor and provide timely and specific feedback to students to support learning.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

#5. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our current level of student performance, as evidenced by the 2019 Civics EOC, demonstrated 60% of our students reached a proficiency level of 3 or higher. We expect our performance level to be 68% as evidenced by the 2021 Civics EOC. The data demonstrates a discrepancy among subgroups scoring proficient. Through the examination of data and differentiation of instruction, we expect to increase the percentage of our students scoring proficient.
Measurable Outcome:	The percent of students scoring proficiently (level 3 or higher) will increase from 60% to 68% as evidenced by the 2021 Civics EOC.
Person responsible for monitoring outcome:	Nathan Forbes (forbesn@pcsb.org)
Evidence-based Strategy:	1. Strengthen teacher's ability to engage students in complex tasks that align with learning targets. 2. Social Studies teachers will utilize data to differentiate and scaffold instruction to increase student performance and meet the needs of each student.
Rationale for Evidence-based Strategy:	Civics EOC data suggest, planning lessons with purposeful alignment of task or assignment to target/standard, appropriate levels of instructional rigor would occur and therefore, the needs of all learners would be met and proficiency scores would increase on the Civics EOC. Furthermore, L25 data and subgroup data suggests a need to further differentiate instruction to meet the needs of all learners in the Social Studies classroom.

Action Steps to Implement

(AS1.S1.) Utilize supplemental resources and integrate LAFS for Literacy to Social Studies content via Document Based Questions (DBQs) project materials.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS2.S1.) Utilize district developed "writing in response to text" bell work exercises in Social Studies that practice and develop literacy skills.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS1.S2.) Include AVID strategies and culturally relevant teaching daily to support student achievement at all levels.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS2.S2.) Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the

remediation and enrichment needs of students.

Person Responsible	Teresa Bergstrom (bergstromt@pcsb.org)

(AS3.S2.) Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS4.S2.) Utilize data to strategically identify a variety of modalities when presenting concepts and instruction to meet the needs of each student.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our current level of performance, as evidenced by the 2019 Spring FSA ELA Assessment, is 21% proficiency. We expect our performance level, as evidenced by the 2021 Spring FSA ELA Assessment, will be 31% proficiency.
Measurable Outcome:	The percent of ESE students performing at a level 3 or higher, as measured by the 2021 Spring FSA ELA Assessment, will increase from 21% to 31%.
Person responsible for monitoring outcome:	Nathan Forbes (forbesn@pcsb.org)
Evidence-based Strategy:	1. Students requiring ESE services will work towards mastery of goals outlined on their Individualized Education Plan (IEP); including foundational skills needed to engage in rigorous, grade-level content in their Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy:	If students are scheduled into and instructed in their Least Restrictive Environment, along with proper supports for executive functioning and self-determination skills to enhance organization and self-advocacy, proficiency on Spring FSA ELA assessment will increase.

Action Steps to Implement

(AS1.S1) In order to optimize service delivery and emphasize clustering process to meet student needs, ESE support facilitators will be scheduled for collaborative teaching full periods, 5 days a week. ESE students requiring services will be scheduled into the Master Schedule first.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS2.S1) Use evidence-based practices - collaborative teaching models, (SIMs) understanding academic language, multiplication facts - for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS3.S1) Through common planning and content PLC, ESE and general education teachers will collaboratively plan for differentiated instruction and support for delivery of services.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

#7. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Our current level of performance, as evidenced by the 2019 Spring FSA ELA assessment, is 33% proficiency. We expect our performance level, as evidenced by the 2021 Spring FSA ELA assessment, will be 41% proficiency.
Measurable Outcome:	The percent of Economically Disadvantaged students performing at level 3 or higher, as measured by the 2021 Spring FSA ELA Assessment, will increase from 33% to 41%.
Person responsible for monitoring outcome:	Nathan Forbes (forbesn@pcsb.org)
Evidence-based Strategy:	Provide targeted professional development and coaching on culturally relevant instructional and differentiation strategies to increase engagement, promote higher-order thinking, and improve overall classroom instruction. Provide training for culturally relevant disciplinary practices and ensure strong implementation.
Rationale for Evidence-based Strategy:	Economically disadvantaged students are achieving at a lower level on the FSA ELA Assessment compared to other sub-groups in our school. It is our belief, if core instruction consistently reaches appropriate levels of rigor and grade-level standards, economically disadvantaged student proficiency on the 2021 Spring FSA ELA Assessment will increase.

Action Steps to Implement

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.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

Ensure teachers have access to real-time data specific to economically disadvantaged students in order to facilitate effective data chats and targeted support for improved learning.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

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 the percentage of proficient students.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for economically disadvantaged learners and increase the percentage of proficient students.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

AS5, S1. Teachers receive professional development and close reading, strategies, standards and assessments that meet the needs of all students using AVID, and other evidence-based strategies to challenge and meet the needs of all students.

Person Responsible   Jenieff Watson (watsonje@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	As the result of equity-centered problem solving within an MTSS framework, DHMS has developed equity goals to build relational capacity, empower student voice, and hold high expectations within. Our goals will be achieved through Professional Development (whole school and sustained PD). Our SBLT engaged in the Racial Equity Analysis Protocol (REAP) protocol to identify this area of focus. This Areas of Focus impact student learning and changes in staff practice. Progress monitoring will be utilized to track our progress with this goal.
Measurable Outcome:	To address mindset shift for the adoption of equitable practices, we will participate in continuous and targeted PD for staff using our SCTG Specialist. Current data illustrates disparities in achievement data between Black and non-Black students as evidenced by Baseball Card. The issue will be impacted through targeted, sustained teacher PD. We will measure progress by recording the number of PD sessions and teacher PD attendance. We will measure mid-term outcomes by examining changes in practice using a CRT classroom walkthrough tool and cycle assessment data broken down by ethnicity and report the change in rate of observable CRT practices among teachers, as observed in classroom walkthroughs and cycle assessment data broken down by ethnicity. We will measure long-term student outcomes by examining FSA data broken down by ethnicity to reduce the achievement gap.
Person responsible for monitoring outcome:	Michael Vasallo (vasallom@pcsb.org)
Evidence-based Strategy:	1. Provide sustained professional development around equitable practices (equitable grading, culturally relevant teaching, restorative practices, etc.) and equitable Voice (student and family engagement for the adoption of equitable practices) 2. Use the problem-solving framework to build leadership capacity to facilitate equity-centered problem solving (equity-centered PLC, equity-centered SBLT) 3. Equitable practices. (equitable grading, culturally relevant teaching, restorative practices, etc.) 4. Equitable Voice (student and family engagement for the adoption of equitable practices)
Rationale for Evidence-based Strategy:	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

(AS1.S1) Engage full staff in summer Culturally Relevant Teaching (CRT) Training.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS2.S2) Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators conduct walkthroughs using the CRT walkthrough tool. Administrator visits classroom(s) and provides feedback to teacher(s) and staff developers, and administrator and staff developers collaborate to determine next steps. Coaches and staff developers are available in all classes for the purpose of implementing culturally relevant lessons.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS3.S1) Review walkthrough data with SBLT and identify additional areas of PD for staff.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS4.S1) Conduct regular Professional Learning Communities (PLCs), utilizing equity protocols inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS5.S1) Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS6.S2) Ensure teachers have access to real-time data specific to black students to have effective data chats and targeted support for improved learning.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS7.S4) SBLT participated in Learning Lab summer training, introducing the process, the research, and the benefits of the learning lab.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS8.S4) Build staff buy-in regarding the learning lab process, by providing teacher support, feedback, and resources to improve equitable practices.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

(AS9.S3) Reach out to community stakeholders and establish a diverse team of staff, parents, and community members.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS10.S3) Conduct learning lab meetings to gather feedback and input, and make changes to our school processes, based on the feedback.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS11.S4) Administrative Team will map out current processes and re-evaluate the meeting map to align communication

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS12.S4) Adapt and prepare processes developed by learning lab for implementation in the 2021-2022 school year.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS13.S3) Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS14.S3) Ensure teachers have access to real-time data specific to black students to have effective data chats and targeted support for improved learning.

Person Responsible   Diana Dolan (doland@pcsb.org)

#9. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Our current level of performance is 20% of black students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 25%.
Measurable Outcome:	The percentage of black students reaching proficiency on FSA ELA will increase by 5 %.
Person responsible for monitoring outcome:	Jenieff Watson (watsonje@pcsb.org)
Evidence-based Strategy:	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.
Rationale for Evidence-based Strategy:	Black students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the level of core instruction would more consistently reach the appropriate level of rigor, black student proficiency on the FSA ELA would increase.

Action Steps to Implement

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.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

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 to increase the percentage of proficient students.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

Ensure teachers have access to real-time data specific to black students to have effective data chats and targeted support for improved learning.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

Infuse curriculum with opportunities for students to learn about diverse individuals who influenced or impacted each subject area.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

Follow the county plan to participate in the African American Teach-In.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

AS6, S2. Provide transition events in various formats (virtual, face to face, and at the Greenwood Rec Center) to increase access and opportunities for African American Families to access information relevant to their student's education.

Person Responsible Jenieff Watson (watsonje@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current attendance rate is 17% of our students miss 10% or more school days. We expect our attendance rate to decrease to 15% by end of the school year as we strengthen Child Study Team processes.
Measurable Outcome:	The percent of all students missing more than 10% of school will decrease from 17% to 15%, as measured by attendance data in school dashboard.
Person responsible for monitoring outcome:	Diana Dolan (doland@pcsb.org)
Evidence-based Strategy:	Expectations for attendance are clearly defined, taught, and reinforced for both students and staff. Clear procedures for attendance concerns are established.
Rationale for Evidence-based Strategy:	Setting clear expectations and procedures around attendance will help ensure a consistent understanding for both students and staff, increasing instances of compliance.

Action Steps to Implement

Review attendance taking process and school-wide strategies for positive attendance with all staff.

Person Responsible	Diana Dolan (doland@pcsb.org)

Teachers will take attendance during the first 10 minutes of class and will have one day to complete attendance. An attendance completion report will be run daily and monitored so that teachers can be advised to update/complete attendance by the end of the day.

Person Responsible	Diana Dolan (doland@pcsb.org)

Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.

Person Responsible	Stacey Domante Hartzell (domantehartzells@pcsb.org)

Engage in problem solving with guidance counselors, teachers, administrators, Social Worker, psychologist, parents, students, and MTSS coach to determine the challenges and needs of individual students.

Person Responsible	Stacey Domante Hartzell (domantehartzells@pcsb.org)

Develop and implement attendance incentive programs and competitions through PBIS.

Person Responsible	Diana Dolan (doland@pcsb.org)

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

Person Responsible	Diana Dolan (doland@pcsb.org)

Review data and effectiveness of school-wide attendance strategies on a biweekly basis.

Person Responsible	Stacey Domante Hartzell (domantehartzells@pcsb.org)

Ensure attendance is accurately taken and recorded daily and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Diana Dolan (doland@pcsb.org)

#11. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is 4 out of six modules complete, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance level to be 6 out of 6 modules eligible for bronze by May 2021.
Measurable Outcome:	Our school will be eligible in 6 out of 6 modules for bronze/ recognition by May 2021 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework
Person responsible for monitoring outcome:	Laura Vaughan (vaughanl@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy:	The school has developed a more consistent healthy schools team. If our healthy school team can continue to meet consistently and monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

Action Steps to Implement	
Continue our Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.	
Person Responsible	Laura Vaughan (vaughanl@pcsb.org)
Attend district supported professional development.	
Person Responsible	Laura Vaughan (vaughanl@pcsb.org)
Complete Healthy Schools Program Assessment Healthy Schools Team	
Person Responsible	Laura Vaughan (vaughanl@pcsb.org)
Complete the SMART Snacks in School Documentation	
Person Responsible	Laura Vaughan (vaughanl@pcsb.org)
Healthy Schools Program Training Component #19545 Healthy School Team A: Assessment Component #19534 Healthy School Program B: Smart Snacks in School Component #19549 Healthy School Team C: Developing and Implementing Action Plan Component #20528	
Person Responsible	Laura Vaughan (vaughanl@pcsb.org)

#12. Other specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale:	Our current level of participation in parent and community events is 30%, as evidenced in school activities. The problem/gap is occurring because we need to find other methods in engaging with parents. by using alternative methods of communication for parent and community events, (Zoom / Teams), we will increase our family and community engagement by 20%.
Measurable Outcome:	Our measurable outcome will be for 20% more of our families to participate in family related activities.
Person responsible for monitoring outcome:	Diana Dolan (doland@pcsb.org)
Evidence-based Strategy:	Effectively communicate with families about their students' progress and school processes/practices. Purposefully involve families with opportunities for them to advocate for their students.
Rationale for Evidence-based Strategy:	Based on parent attendance at parent events, we have found that parents are more likely to attend events before school or virtually.

Action Steps to Implement

Compare all incoming clinic cards with information in Focus to ensure accuracy.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

Offer parent activities in face to face and virtual formats: Curriculum/Back to School Night, Showcase Night, Ready REPs breakfast, Steam Night, Camp Highlander, 6th grade Orientation, Student Led Conferences, TIPS night,

Person Responsible	Diana Dolan (doland@pcsb.org)

Commit to outreach events in the community including: Greenwood Football Night, Offer ELP sessions in the community (e.g. Greenwood Rec Center), Soccer Night.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

Engage in new parent engagement opportunities: Monthly Newsletters (print and digital via email), Coffee with the Principal, Take the Test Day.

Person Responsible	Diana Dolan (doland@pcsb.org)

Engage parents with Restorative Practices: Community circles, Restorative Circles with Families, Re-integration Meetings.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

Staff professional development on parent communication including parent phone calls and conference procedures

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

To address student and family engagement for the adoption of equitable practice, we will actively seek voice from all stakeholders with explicit attention to student and family demographics not currently represented, we will participate in a learning lab as outlined by the SCTG. The learning lab will engage the community in problem solving our discipline disparity.

Person Responsible   Diana Dolan (doland@pcsb.org)

#13. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our current level of performance shows that 24% of ELL students perform at proficiency level as evidenced in ESSA data. We expect our performance level to be at 29% by spring 2021.
Measurable Outcome:	The percentage of ELL students performing at level 3 or higher on FSA ELA will increase from 24% to 29% in Spring 2021.
Person responsible for monitoring outcome:	Jenieff Watson (watsonje@pcsb.org)
Evidence-based Strategy:	1. Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels, and length of time in U.S. Schools to ensure academic success of each EL student in their class. 2. Establish meaningful communication with families and a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the families
Rationale for Evidence-based Strategy:	As our ELL population grows, DHMS will make it top priority to provide learning opportunities for teachers and staff to implement effective instruction that engage ELL learners to advance learning and language development across all content areas.

Action Steps to Implement

AS1. EBS. 2
Develop an effective process to distribute information on language proficiency levels and length of time in US schools for each student coded LY to each teacher who works with the student;

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS. 2 EBS. 1
Develop an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback;

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS. 3. EBS. 1
Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPIs to support classroom differentiated planning and instruction, based on ELs' language proficiency levels;

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS. 4 EBS 1.2.
Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed about (e.g. dialect, community practices, etc.).

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

AS 5. EBS. 2
Develop a schoolwide plan to build a positive relationship with EL families, community, culture and increase involvement.

Person Responsible   Jenieff Watson (watsonje@pcsb.org)

AS. 6 EBS 2
Provide parents with the following resources for communication:
1.) names, emails, phone numbers and availability of the school's bilingual staff; 2.) Pinellas County Schools en Espanol Facebook page; 3.) Spanish Parent Helpline and have a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls, etc. and ensure communication is available in languages spoken by ELs; utilize LionBridge interpretation phone servicesand

Person Responsible   Jenieff Watson (watsonje@pcsb.org)

AS. 7 EBS. 1
Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide

Person Responsible   Jenieff Watson (watsonje@pcsb.org)

AS. 8 EBS. 1
Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students

Person Responsible   Jenieff Watson (watsonje@pcsb.org)

AS. 9 EBS 1
Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability]

Person Responsible   Jenieff Watson (watsonje@pcsb.org)

#14. ESSA Subgroup specifically relating to Pacific Islander	
Area of Focus Description and Rationale:	Our current level of performance is 27% of Pacific Islander students reachingproficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 32%.
Measurable Outcome:	The percentage of Pacific Islander students performing at level 3 or higher will increase from 27% to 32% as measured by FSA assessments.
Person responsible for monitoring outcome:	Michael Vasallo (vasallom@pcsb.org)
Evidence-based Strategy:	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for Pacific Islander students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.
Rationale for Evidence-based Strategy:	Pacific Islander students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the use of culturally responsive teaching strategies would more consistently reach the appropriate level of rigor, Pacific Islander student proficiency on the FSA ELA would increase.

Action Steps to Implement

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.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for Pacific Islander learners and increase the percentage of proficient students.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

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 to increase the percentage of proficient students.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

Ensure teachers have access to real-time data specific to Pacific Islander students to have effective data chats and targeted support for improved learning.

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

Infuse curriculum with opportunities for students to learn about diverse individuals who influenced or impacted each subject area.

Person Responsible Michael Vasallo (vasallom@pcsb.org)

#15. Other specifically relating to College and Career Readiness	
Area of Focus Description and Rationale:	Our current level of performance is full implementation, as evidenced in Academies of Pinellas Rubric 2020. We expect our performance level to be exemplary in all phases by the end of the 2020-2021 school year.
Measurable Outcome:	The number of all students receiving technology certifications will increase from 232 to 300. Also, we will increase the number of students receiving the Microsoft Office Specialist (MOS) designation from 28 to 35, as measured by the end of the 2020 school year.
Person responsible for monitoring outcome:	Douglas Williams (williamsdou@pcsb.org)
Evidence-based Strategy:	Strengthen the stakeholders' understanding of the Pathways to Graduation and Advanced Coursework. Schedule students identified as meeting the AVID criteria into the AVID program to provide supports as they work towards advanced coursework leading to college and career readiness.
Rationale for Evidence-based Strategy:	If we are able to strengthen our stakeholders' understanding of the Pathways to Graduation and Advanced Coursework, it will have a positive outcome for our students in middle school and give them more options when they reach high school. Participation in the AVID elective has been shown to increase students' success in Advanced Coursework.

Action Steps to Implement

Performance, enrollment and/or staffing data analysis allows all students access to and success in rigorous advanced courses.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

Continuous work with district wide PLC's for collaboration within subject area

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

The Instructional Leadership Team has counselor and AVID Site Team representation so that decisions made regarding course offerings and professional learning include input from the stakeholders whose main objective is college and career readiness

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

Conduct career interest surveys and career awareness activities.

Person Responsible	Katelyn McDonnell (mcdonnellk@pcsb.org)

Provide resources for families to learn about Pathways to Graduation options

Person Responsible	Katelyn McDonnell (mcdonnellk@pcsb.org)

The AVID site team will meet monthly and plan for ways to identify and recruit students into the AVID elective.

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

The AVID site team will work to create and deliver PD to content teachers related to increasing AVID strategies used in the classroom

Person Responsible	Jenieff Watson (watsonje@pcsb.org)

#16. Other specifically relating to Gifted Learners

Area of Focus Description and Rationale:	The most recent level of performance of our Gifted students scoring a level 4 or 5 on the Language Arts FSA was 82.7% and Math FSA was 87.2% in the 2018-19 school year. We expect our performance level to continue to be ator above the state average in the 2020-21 school year.
Measurable Outcome:	The percentage of all gifted students reaching level 4 or higher on Language Arts and Math FSA will increase by 3%.
Person responsible for monitoring outcome:	Nathan Forbes (forbesn@pcsb.org)
Evidence-based Strategy:	Strengthen staff practice to utilize questions to help students elaborate on content with depth and complexity. Support staff to differentiate instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	Based on the Florida Frameworks for gifted learners, our Gifted services are intended to provide Gifted students an opportunity for maximum growth and are based on the depth of knowledge, questioning, research, critical and creative thinking, leadership, authentic products, and goal setting.

Action Steps to Implement

Support teachers in strengthening their role as a Center for Gifted Studies teachers as reflected in the CGS Teacher Expectation Hand Out.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

Support teacher's ability to plan for tiered learning to utilize questions with varying depth of knowledge beginning with more rigorous questioning when appropriate to student autonomy.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

Teachers will attend professional development focusing on AVID, CRT, and Differentiation.

Person Responsible	Nathan Forbes (forbesn@pcsb.org)

#17. Other specifically relating to MTSS	
Area of Focus Description and Rationale:	Our FSA, discipline, and student grade data indicate a needs to strengthen our Tier I processes so that curriculum is accessible to at least 80% of students and our discipline plan allows for at least 80% of students to thrive without issue. The data also indicates a need for increased monitoring of students in need of Tier II and Tier III supports. Our goal this year is to leverage our MTSS coach to problem solve with the SBLT around our data to increase the effectiveness of our TIer I as well as to monitor and support students in need of Tier II and Tier II services.
Measurable Outcome:	At least 80% of students will achieve passing grades in their core classes each quarter with minimal behavior incidences and at least 60% students in need of Tier II services will receive the appropriate services based on their needs and will either be exited back to Tier I or will receive more targeted Tier III interventions as necessary.
Person responsible for monitoring outcome:	Stacey Domante Hartzell (domantehartzells@pcsb.org)
Evidence-based Strategy:	1. The problem-solving process as outlined by the district MTSS team will be used to identify specific Tier I areas of need along with action steps that will be used to address those needs. 2. Tier II programs such as Why Try, progress monitoring, and Restorative Circles will be used to address the academic, behavioral, and SEL needs of students to provide opportunities for students to learn the skills they're missing that would allow them to be effective at Tier I.
Rationale for Evidence-based Strategy:	The problem-solving process has been shown to help SBLT and other leadership teams effectively identify and target Tier I areas of need. The Why Try, progress monitoring, and restorative programs have been demonstrated as effective Tier II interventions that address the specific needs of students.

Action Steps to Implement

(AS1.S1) Work with the MTSS coach and SBLT to ensure everyone understands the problem-solving process

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS2.S1) Ensure time is dedicated in each weekly SBLT meeting to work through the problem-solving process with current and relevant data

Person Responsible	Michael Vasallo (vasallom@pcsb.org)

(AS3.S2) Work with MTSS coach and Student Services team to develop clear process for identifying students in need of Tier II supports as well as exactly what needs each student has so they are appropriately placed in an intervention group.

Person Responsible	Diana Dolan (doland@pcsb.org)

(AS4.S2) Monitor the effectiveness of Tier II supports and make adjustments to each students plan as needed throughout the school year.

Person Responsible	Stacey Domante Hartzell (domantehartzells@pcsb.org)

(AS5.S2) SBLT will work with the SCTG specialist to examine ways to incorporate the Learning Lab model into SBLT and improve its effectiveness.

Person Responsible   Diana Dolan (doland@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Through the use of the problem solving process in SBLT and PLC School Leaders will guide staff in making data driven decisions to support positive outcomes for all students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Dunedin Highland Middle School will be engaging parents, teachers, and community members in regular meetings to incorporate their ideas and opinions into school plans as well as to answer questions they may have. Meetings will be held using a combination of in-person and online to remove some of the barriers to attendance. Meetings will be recorded so those who cannot attend still have opportunities to participate. Resources such as Padlet, chats, and Forms will be included so ideas and comments can be captured and actioned upon.
We will also be hosting a School Climate Transformation Grant Learning Lab which will engage stakeholders in a conversation around revamping our discipline process.
Regular student surveys will be posted in Teams to allow students to voice their opinions on school culture and climate so adjustments can be made in plans based on a review of student feedback.
Continue to create online activities that allow all students to participate with one another such as trivia/ movie nights, online clubs.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math					$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports					$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		510-Supplies	1091 - Dunedin Highland Middle School	School Improvement Funds		$2,000.00	
3	III.A.	Areas of Focus: Instructional Practice: Science					$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA					$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		140-Substitute Teachers	1091 - Dunedin Highland Middle School	School Improvement Funds		$1,500.00	
5	III.A.	Areas of Focus: Instructional Practice: Social Studies					$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged					$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity					$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: African-American					$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		120-Classroom Teachers	1091 - Dunedin Highland Middle School	School Improvement Funds		$1,000.00	
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance					$0.00
11	III.A.	Areas of Focus: Other: Healthy Schools					$0.00
12	III.A.	Areas of Focus: Other: Family and Community Engagement					$0.00
13	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners					$0.00
14	III.A.	Areas of Focus: ESSA Subgroup: Pacific Islander					$0.00
15	III.A.	Areas of Focus: Other: College and Career Readiness					$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		330-Travel	1091 - Dunedin Highland Middle School	School Improvement Funds		$500.00	
16	III.A.	Areas of Focus: Other: Gifted Learners					$0.00
17	III.A.	Areas of Focus: Other: MTSS					$0.00
						Total:	$5,000.00