

Pinellas County Schools

# Dixie M. Hollins High School



## 2020-21 Schoolwide Improvement Plan

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# Dixie M. Hollins High School

4940 62ND ST N, Kenneth City, FL 33709

<http://www.dixie-hs.pinellas.k12.fl.us>

## Demographics

**Principal: Robert Florio**

Start Date for this Principal: 6/23/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2019-20 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (45%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Dixie M. Hollins High School

4940 62ND ST N, Kenneth City, FL 33709

<http://www.dixie-hs.pinellas.k12.fl.us>

### 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)
High School 9-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To be the best public high school in the state of Florida.

#### Provide the school's vision statement.

To develop leaders driven by a desire to be the best, in a culture of care, concern, commitment and communication.

### 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
Florio, Robert	Principal	Oversees all instructional programming and operations of Hollins High School.
Gil, Jennifer	Assistant Principal	Assistant Principal of Curriculum and Instruction - monitors and manages: school-wide instructional programming, graduation cohorts, college and career readiness, student achievement data, school counselors, testing, mathematics, world languages, and English Language Learners,
Zebley, Eric	Assistant Principal	Assistant Principal of Facilities and Athletics - monitors and manages: daily building operations, activities, athletics, safety and security, plant operations, science, business, and electives.
Metcalf, Candice	Assistant Principal	Assistant Principal of School Climate and Culture- monitors and manages: PBIS, attendance data/procedures, discipline data/procedures, transportation, testing, and English Language Arts.
Holcombe, Nicole	Assistant Principal	Assistant Principal of Programs- monitors and manages: The Academy of Entertainment Arts, The AICE Cambridge Academy, The Culinary Academy, Title 1, English Language Arts, and AVID.

### Demographic Information

#### Principal start date

Tuesday 6/23/2020, Robert Florio

**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.*

**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.*

**Total number of teacher positions allocated to the school**

85

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2019-20 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (45%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	



**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	0	0	0	481	456	468	443	1848
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	124	138	118	486
One or more suspensions	0	0	0	0	0	0	0	0	0	37	32	19	0	88
Course failure in ELA	0	0	0	0	0	0	0	0	0	58	95	72	0	225
Course failure in Math	0	0	0	0	0	0	0	0	0	58	95	72	0	225
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	203	123	73	6	405
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	203	123	73	6	405

**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	0	0	0	72	94	111	66	343

**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	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	0	2

**Date this data was collected or last updated**

Tuesday 6/23/2020

**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	0	0	0	473	485	498	393	1849
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	24	32	9	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	28	31	26	16	101

**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	0	0	0	6	11	15	2	34

**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	0	0	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	473	485	498	393	1849
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	24	32	9	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	28	31	26	16	101

**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	0	0	0	6	11	15	2	34

**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	0	0	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	47%	56%	56%	40%	49%	53%
ELA Learning Gains	47%	51%	51%	41%	48%	49%
ELA Lowest 25th Percentile	33%	43%	42%	36%	41%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	40%	45%	51%	35%	46%	49%
Math Learning Gains	42%	44%	48%	39%	44%	44%
Math Lowest 25th Percentile	40%	41%	45%	27%	38%	39%
Science Achievement	56%	64%	68%	62%	63%	65%
Social Studies Achievement	61%	71%	73%	51%	67%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(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
09	2019	40%	54%	-14%	55%	-15%
	2018	47%	53%	-6%	53%	-6%
Same Grade Comparison		-7%				
Cohort Comparison						
10	2019	49%	53%	-4%	53%	-4%
	2018	49%	54%	-5%	53%	-4%
Same Grade Comparison		0%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	62%	-9%	67%	-14%
2018	53%	63%	-10%	65%	-12%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	70%	-8%	70%	-8%
2018	62%	70%	-8%	68%	-6%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	55%	-31%	61%	-37%
2018	27%	57%	-30%	62%	-35%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	56%	-6%	57%	-7%
2018	47%	56%	-9%	56%	-9%
Compare		3%			

## 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	24	28	18	29	33	39	33	49		95	8
ELL	15	32	33	24	37	44	37	19		94	52
ASN	53	44	36	60	66		78	48		93	67
BLK	35	48	30	33	38	36	49	43		93	26
HSP	37	45	37	29	39	44	43	52		94	55
MUL	51	51		50	35		62	80		96	48
WHT	52	48	29	43	42	39	59	68		92	48
FRL	38	47	36	34	40	44	49	52		94	40

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	29	38	33	37	51	28	42	47		81	17
ELL	21	46	37	28	38	31	22	34		50	77
ASN	57	66	50	66	52		58	76		90	70
BLK	36	36	32	30	48	35	37	45		81	23
HSP	40	45	32	28	37	23	43	53		84	47
MUL	65	62		58	62		70	68		88	50
WHT	54	52	45	43	42	48	63	66		86	57
FRL	41	45	38	33	40	33	47	53		84	40
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	15	25	24	20	37	37	32	19		64	17
ELL	15	39	37	28	40	17	48	15		49	61
ASN	44	53	47	51	55	40	74	48		89	48
BLK	23	33	28	22	35	22	38	27		60	17
HSP	30	39	32	26	33	21	57	40		66	52
MUL	49	45		40	46		56	59		85	27
WHT	45	42	41	38	38	29	66	59		82	44
FRL	33	37	31	30	36	28	51	44		76	36

### 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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	39
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	58
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	59
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	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Based on the 2019 data, learning gains in ELA for the SWD was the lowest performance dropping from a 40% in the 2018 school year to a 33% in the 2019 school year. Contributing factors could be changes in personnel. As two strong ELA teachers transferred to other positions within the district. Areas of improvement include standard task alignment, exposing students to grade level rigorous text, ensuring that each student is appropriately placed with teachers who understand the needs of SWD students. To reduce the factors that contributed to the the low performance in this area we will intentionally provide time and space for collaboration with general education subject area instructors and support facilitators to plan rigorous instruction embedded with the appropriate levels of support aligned with a students IEP.

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

The students with disabilities subgroup showed the greatest decline in the area of math gains from 2018-2019, dropping 18% from 51% to 33%. Contributing factors include teachers properly identifying the L25 students and planning for rigorous instruction with embedded supports.

#### 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.

Social studies achievement showed the greatest gap between school and state performance. Contributing factors include a lack of collaborative planning, standard task aligned, and rigor.

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

Our lowest 25% in math showed the most improvement. Contributing factors include collaborative PLC's, data driven decisions, appropriately scheduling students, placing the right teacher to teach the right course, and extended learning and tutoring programs.

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

An area of concern is that there are 343 students who show two or more early warning signs indicators.

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

1. Increase the percent of L25 students in ELA making learning gains.
2. Achieving 41% + of ELL students achieving proficiency on the FSA ELA and Algebra EOC.
3. Achieving 41% + of SWD achieving proficiency on the FSA ELA and Algebra EOC.
4. Graduating all students college and career ready (industry certifications, AP/AICE/DE courses).
5. Increase the percent of all student making learning gains on the FSA ELA.

### Part III: Planning for Improvement

#### Areas of Focus:



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Our current level of performance is 47% proficiency, as evidenced in FSA ELA scores. We expect our performance level to be 60% by May 2021. The problem is occurring because students are not fully engaged in rigorous, standards-based instruction consistently at the level they will be tested at on the FSA ELA. If teachers develop culturally, caring, and inclusive classrooms student learning gains will increase by 13%.

**Measurable Outcome:** The percent of all students achieving ELA proficiency will increase from 47% to 60% as measured by the 2021 ELA FSA.

**Person responsible for monitoring outcome:** Candice Metcalf (metcalfca@pcsb.org)

**Evidence-based Strategy:** Strengthen staff ability to engage students in complex task.  
Enhance staff capacity to identify critical content from the Standards in alignment with district resources.  
Support staff to utilize data to organize students to interact with content in manners which differentiates and/or scaffolds instruction to meet the needs of each student.

**Rationale for Evidence-based Strategy:** Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We will use the FSA ELA and progress monitoring data (Write Score) to determine our students are not making sufficient gains.

**Action Steps to Implement**

Teachers meet weekly during common planning and twice monthly during after school PLCs to review student work in order to effectively implement remediation through text-dependent questions, close critical reading activities, focused note taking strategies and deliberate grouping during core instruction to improve student comprehension of complex texts.

**Person Responsible:** Candice Metcalf (metcalfca@pcsb.org)

Teachers will attend district provided professional development in order to enhance their understanding of the critical content and align them with district resources to provide culturally relevant standards-based rigorous instruction to students. Professional development includes quarterly binders, Nearpod, Reading Plus, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.

**Person Responsible:** Candice Metcalf (metcalfca@pcsb.org)

ELA and Reading teachers will implement culturally relevant supplemental text, standards-based lessons, differentiating with scaffolds to increase comprehensions of complex text. Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of action steps in PLCs.

**Person Responsible:** Candice Metcalf (metcalfca@pcsb.org)

ELA and Reading teachers work together to conduct data chats with students (using data from Write Score, reading programs, and the FSA) in order to support students with setting and monitoring progress towards learning goals; create action plans and next steps; and adjust instruction. Reading teachers conduct weekly data and goal setting chats with students regarding reading cycle assessments and in-class progress. Teachers and students will use district-provided tracking and goal setting sheets to guide

these chats. Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of action steps in PLCs.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Our current proficiency level is 40%, as evidenced in our mathematics achievement scores (Algebra 1 and Geometry). We expect our performance level to be 43% by May 2021. The problem/gap is occurring because students lack basic building blocks necessary to master Algebra and Geometry skills. If faculty participates in focused professional development and fully implements Marzano strategies, the problem would be reduced by 10% and student learning gains would increase by 3%.

**Measurable Outcome:** The number of students meeting proficiency will exceed the district's proficiency rates by a minimum of 3%.  
The percent of all students achieving mathematics proficiency will increase from 40% to 43%, as measured by the Algebra 1 and Geometry EOC exams.

**Person responsible for monitoring outcome:** Jennifer Gil (gilje@pcsb.org)

**Evidence-based Strategy:** Enhance staff capacity to identify critical content from the standards in alignment with district resources.  
Strengthen staff ability to engage students in complex tasks.  
Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

**Rationale for Evidence-based Strategy:** The data resources used in selecting these strategies include the math assessment data and the progress monitoring data. After reviewing the data it was evident teachers need to enhance their ability to utilize district provided resources to incorporate standards-based complex task.

**Action Steps to Implement**

Teachers and the administrator over math will engage in professional learning around course standards and tracking student data based on the instructional needs identified through progress monitoring assessments (summative and formative assessments, which include but are not limited to, cycle assessments, course-specific common assessments, and student practice problems).

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

In order help student engage in complex-task teacher will determine in course-specific PLC's a set of the formative assessment strategies to use regularly as a means to informally assess student understanding of the content, and debrief in PLC's on how to scaffold and differentiate to increase student mastery based on the data collected from the commonly used formative assessment strategies.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Teachers will incorporate PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices, which will be documented in iObservation.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Teachers intentionally plan in Professional Learning Community (PLC) groups a minimum of biweekly for students to engage in complex tasks that are aligned to the content standards by incorporating AVID's Focused-Note Taking strategy.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

### #3. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:** Our current level of performance is 56%, as evidenced on the Biology EOC exam. We expect our performance level to be 66% by May 2021. The problem is occurring due to a lack of teachers sharing and implementing best practices. If teachers collaboratively plan, and share best practices, the problem would be reduced by 10%.

**Measurable Outcome:** The percent of all students achieving proficiency in Biology will increase from 56% to 66%, as measured by Biology EOC exam.

**Person responsible for monitoring outcome:** Robert Florio (florior@pcsb.org)

**Evidence-based Strategy:** Enhance staff capacity to identify critical content from the standards in alignment with district resources.  
Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.  
Strengthen staff ability to engage students in complex tasks.

**Rationale for Evidence-based Strategy:** Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used the Biology. EOC and cycle assessment data (Performance Matters) to determine our students are not making sufficient gains.

### Action Steps to Implement

Utilizing data from Performance Matters and common assessments (summative/formative) teachers conduct frequent data chats with students to set individual goals, offer support and direct students towards additional learning opportunities to help them meet their goals.

**Person Responsible** Robert Florio (florior@pcsb.org)

Teachers will meet during common planning and in twice monthly PLCs to create culturally relevant rigorous standards-based lessons, common assessments, and to review data for the purpose of guiding instruction and/or remediation.

**Person Responsible** Robert Florio (florior@pcsb.org)

Administrators encourage teachers to provide students with exposure to a variety of primary and secondary source documents at varying complexities throughout the year that provide students with opportunities to practice responding to highly complex questions based on complex text.

**Person Responsible** Robert Florio (florior@pcsb.org)

**#4. Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale:** Our current level of performance is 61% , as evidenced in the US History EOC exam. We expect our performance level to be 71% by the May 2021. The problem/gap is occurring because students are not being challenged consistently in standards based rigorous tasks. If rigorous standards based student center rigorous tasks would occur, the problem would be reduced by preparing students for the rigor of the EOC and student learning gains would increase by 10%.

**Measurable Outcome:** The percent of all students achieving proficiency in US History will increase from 61% to 71%, as measured by the US History EOC exam.

**Person responsible for monitoring outcome:** Robert Florio (florior@pcsb.org)

**Evidence-based Strategy:** Teachers incorporate instructional activities that support student success with literacy within the social studies curriculum. Social studies teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.

**Rationale for Evidence-based Strategy:** Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used US History EOC and cycle assessment data (Performance Matters) to determine our students are not making sufficient gains.

**Action Steps to Implement**

Social studies teachers will continue to integrate literacy standards along with AVID WICOR (focused note taking) strategies into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons. (suggested options are included in curriculum guides).

**Person Responsible** Robert Florio (florior@pcsb.org)

Literacy Coach will work with teachers to increase reading content comprehension and vocabulary skills by supplying teachers with rigorous content related supplemental text and by frequently meeting with students in small groups for content related literacy instruction.

**Person Responsible** Adella Landstrom (lanstromad@pcsb.org)

Teachers will meet during common planning and in twice monthly PLCs to create culturally relevant rigorous standards-based lessons utilizing district provided resources, to evaluate student work, and to review data (summative/formative) for the purpose of guiding instruction, differentiating instruction and/or remediation.

**Person Responsible** Robert Florio (florior@pcsb.org)

**#5. Other specifically relating to College and Career Readiness**

<b>Area of Focus Description and Rationale:</b>	Our current level of performance is 48% of our students graduate with career and college readiness credentials (industry certifications, dual enrollment, and/or AICE/AP credit). We expect our performance level to be 70% by May of 2021. The problem is occurring because not all seniors are graduating career and college ready. If clear processes for monitoring and scheduling students are established and followed, the problem would be increased by 22%.
<b>Measurable Outcome:</b>	The percent of 12th grade students graduating with a college or career readiness credential will increase from 48% to 70% as measured by course completion and industry certification data.
<b>Person responsible for monitoring outcome:</b>	Robert Florio (florior@pcsb.org)
<b>Evidence-based Strategy:</b>	Ensure school has systems of support for meeting state graduation standards to meet the personalized needs of ALL students. Ensure school has robust systems of support so all students can complete at least one college and career readiness measure by end of senior year.
<b>Rationale for Evidence-based Strategy:</b>	Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used AICE/AP/industry certification test, and DE course completions to identify student in need of a career and college readiness component.

**Action Steps to Implement**

Identify Personnel who will lead improvement and monitoring processes at each grade level for the following factors that impact graduation rate:

1. Attendance - MTSS Coach
2. Referrals (ISS & OSS) - loss of instructional time - MTSS Coach
3. Course failures, overall course history GPA for referral to credit recovery -Counselors with MTSS Coach
4. Passing ALG 1 EOC score or concordant test score - Counselors with MTSS Coach
5. Passing FSA ELA score or concordant test score - Counselors with MTSS Coach

**Person Responsible** Robert Florio (florior@pcsb.org)

Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate

**Person Responsible** Alison Meyer (meyerali@pcsb.org)

Expand the opportunities of career dual enrollment (CDE) on your campus by connecting with Pinellas Technical College staff and utilizing the scheduling guidelines for CDE courses.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

During class seminars, freshmen family night and grade-level assemblies counselor and staff members will communicate career dual enrollment opportunities with all freshmen and sophomore students.

**Person Responsible** Alison Meyer (meyerali@pcsb.org)

Establish the expectation that every AP teacher will follow the College Board's Course and Exam Description (CED) and provide coaching support to implement the use of Topic Questions and Personal Progress Checks within AP Classroom online platform to provide formative feedback for the purpose of differentiation of instruction.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Develop and implement a plan for targeted recruitment of rising eligible juniors not otherwise engaged in college level courses to take SLS 1101 The College Experience and to ensure seniors with a GPA of at least 2.0 who have not completed an acceleration option take the SLS 1101 course in the fall of their senior year.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Develop a system wide approach to encourage open access for AICE and AP classes that consist of looking at multiple student data elements.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Strengthen students' and stakeholders' understanding of the Pathways to Graduation.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Strengthen students' and stakeholders' understanding of purpose and value of the PERT, ACT and SAT Suite of Assessments and resulting data.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

School-wide strengthen staff's abilities to support students with rigorous content by engaging in twic monthly PLCs focused on the implementation of AVID WICOR strategies (focused note-taking), culturally relevant teaching, rigorous standard-task alignment, instructional shifts, common student misconceptions, tracking student data, and remediating based on needs identified through progress monitoring assessments.

**Person Responsible** [no one identified]



**#6. Other specifically relating to Bridging the Gap (Black Student Achievement)**

**Area of Focus Description and Rationale:** Our overall student ELA achievement is 47%, compared to 35% for Black students. We expect the ELA achievement for Black students to be 45% by May 2021. The gap is occurring because inconsistent implementation of evidenced based effective strategies and best practices. If all teachers were to consistently implementing evidenced based effective strategies and best practices, the problem would be reduced by 10%.

**Measurable Outcome:** We will reduce the ELA achievement gap between a all students and Black students from 12% to 2%, as measured by the FSA ELA.

**Person responsible for monitoring outcome:** Robert Florio (florior@pcsb.org)

**Evidence-based Strategy:** Culturally Relevant Teaching (CRT)  
 AVID WICOR strategies - focused note taking  
 Restorative Practices (classroom climate and grading)  
 Equity in Excellence practices  
 Social Emotional Learning  
 Standards-based instruction  
 Differentiated instruction  
 Strategic scheduling  
 PBIS - Dixie Dollars  
 School-wide instructional strategies  
 MTSS - Rebels Rising  
 Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans  
 Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning

**Rationale for Evidence-based Strategy:** Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to determine our Black students are not making sufficient gains.

**Action Steps to Implement**

Site-based professional development around Equity and Restorative practice, CRT, and Social Emotional Learning (SEL)

**Person Responsible** Nicole Holcombe (holcomben@pcsb.org)

Modeling of strategies for staff during PLC and staff meetings.

**Person Responsible** Robert Florio (florior@pcsb.org)

Partner with families to monitor usage of digital resources that are provided beyond the school day (Clever, PLN, Canvas, etc.)

**Person Responsible** Nicole Holcombe (holcomben@pcsb.org)



Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans

**Person Responsible** Nicole Holcombe (holcomben@pcsb.org)

Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning (Performance Maters, Royals Rising, PMP's).

**Person Responsible** Robert Florio (florior@pcsb.org)

**#7. Other specifically relating to School Climate/Conditions for Learning**

**Area of Focus Description and Rationale:** The discipline data report shows defiance/insubordination represents 15% of the 1,796 referrals written for the 2019-2020 school year. We expect defiance/insubordination to represent 5% of discipline concerns by May 2021. The problem is occurring because teachers have not established caring relationships with all students and maintained those relationships uses restorative practices. If teachers use restorative practices to maintain culturally responsive caring relationships with all students the problem will decrease by 10%.

**Measurable Outcome:** Defiance and insubordination referrals will only represent 5% of referrals by May 2021 as evidenced by the discipline data report by type in Focus.

**Person responsible for monitoring outcome:** Candice Metcalf (metcalfca@pcsb.org)

**Evidence-based Strategy:** Establish and maintain positive relationships with students

**Rationale for Evidence-based Strategy:** Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process.

**Action Steps to Implement**

Beginning with the first day of school, each period teachers will greet students at the door by their name as they enter the class. Leadership will conduct walkthroughs to ensure that implementation/greeting is occurring with consistency.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

The Restorative Practices trainer will hold monthly 20 and out sessions during planning periods on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

Student input is solicited via survey on what rewards should be offered for the school-wide recognition program. The SBLT will use this data to develop a menu of rewards that offer both tangible and social. A system of recognition will be established 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** Candice Metcalf (metcalfca@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, Hollins High School will build relational capacity, empower student voice, and hold high expectations for all students by increasing equitable practices through whole school professional development.

**Measurable Outcome:** Our current data illustrates achievement gaps among the EL, SWD, and Black students subgroups as evidenced by the FSA ELA and Alg. 1 EOC state assessments. The issue may be impacted by strengthening culturally relevant practice through targeted, sustained professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD. We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walkthrough tool and report the change in rate of observable CRT practices or the number of teachers who consistently practice CR as observed in classroom walkthroughs. We will measure long-term student outcomes by examining the achievement gap in statewide assessments with the goal of reducing those gaps for all subgroups.

**Person responsible for monitoring outcome:** Robert Florio (florior@pcsb.org)

**Evidence-based Strategy:** Equitable practices. (equitable grading, culturally relevant teaching, restorative practices, etc.)  
Equitable Voice (student and family engagement for the adoption of equitable practices)  
Leadership capacity to facilitate equity-centered problem solving (equity-centered PLC, equity-centered SBLT)

**Rationale for Evidence-based Strategy:** These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP). The data explored using the Racial Equity Analysis Protocol (REAP) protocol identifies equitable practices, voice and leadership capacity as an area of focus.

**Action Steps to Implement**

In order to shift mindsets for the adoption of equitable practice, we will participate in whole school equity-centered PD (AVID strategies, restorative practices, CRT, UDL, formative assessments, etc.) scheduled during monthly faculty meetings, twice monthly whole staff PLCs, and on site-based training days.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

Help staff reflect on and improve their equity practices by utilizing the self-audit of culturally relevant classroom and How Restorative am I? reflection protocols. Result will be discussed at monthly faculty meetings, twice monthly whole staff PLCs, and on site-based training days.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

Administration will conduct weekly CRT walkthroughs to monitor and track the frequency in which CRT is evident in classrooms. Data from walkthroughs will be used to inform plan for staff PLCs, and to guide individual staff discussions.

**Person Responsible** Robert Florio (florior@pcsb.org)

Strategically schedule common planning and after school PLCs for the purpose of engaging in data chats, reviewing and analyzing assignments/student work, planning and professional development (utilizing the school lesson plans found in the Equity Champions OneNote).

**Person**  
**Responsible** Jennifer Gil (gilje@pcsb.org)

**#9. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** Our overall ELA achievement is 47%, compared to 15% for EL students. We expect the ELA achievement for EL students to be 25% by May 2021. The gap is occurring because inconsistent implementation of evidenced based effective strategies and best practices. If all teachers were to consistently implementing evidenced based effective strategies and best practices, the problem would be reduced by 10%..

**Measurable Outcome:** We will reduce the ELA achievement gap between a all students and EL students from 32% to 22%, as measured by the FSA ELA.  
We will increase the percent of EL students achieving proficiency on the US History EOC from 19% to 23%, as measured by the US History EOC.

**Person responsible for monitoring outcome:** Jennifer Gil (gilje@pcsb.org)

**Evidence-based Strategy:** Culturally Relevant Teaching (CRT)  
AVID WICOR strategies -focused note taking  
Restorative Practices (classroom climate and grading)  
Equity in Excellence practices  
Standards-based instruction  
Differentiated instruction  
Strategic scheduling  
PBIS - Dixie Dollars  
School-wide instructional strategies  
MTSS - Rebels Rising  
Define our school's approach to educating English Learners  
Strengthen school processes for engaging EL students and families through meaningful communication

**Rationale for Evidence-based Strategy:** Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We used FSA and progress monitoring data (Write Score) to EL determine our students are not making sufficient gains.

**Action Steps to Implement**

Use district provided resources and processes to assist bilingual assistants with aligning their work to student achievement goals including their participation in the ELP for the purpose of providing academic support in the target language.

**Person Responsible** Kathleen Pritz (pritzk@pcsb.org)

Strategically schedule EL students to maximize the in classroom support provided by bilingual assistants (cohort EL in reading, Biology and US History).

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

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.). Plan for what steps the school needs to build a positive relationship with that community/culture and increase involvement.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Provide parents with the following resources for communication: Pinellas County Schools en Espanol Facebook page; Spanish Parent Helpline.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Enable bilingual assistants to participate in family/community engagement nights twice a year as assist with making connections with parents in their native language.

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency school-wide

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Monitor fidelity of implementation of the EL Grading Policy school-wide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students. S

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for EL's [provide support and PD and establish clear expectations with accountability]. chedule should include reading, US History and Biology classrooms with cohorted EL students.

**Person Responsible** Kathleen Pritz (pritzk@pcsb.org)

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 services

**Person Responsible** Jennifer Gil (gilje@pcsb.org)

**#10. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Hollins High School expectation is for ESE inclusion instructors to collaborate with General Education subject area instructors through PLC's, to know the content being taught and to know the pacing guide for their subject, which will allow them to better support their learners in both ELA and Algebra to increase learning for Students With Disabilities
<b>Measurable Outcome:</b>	<p>Students With Disabilities (SWD) will increase their proficiency in ELA and Algebra.</p> <ul style="list-style-type: none"> <li>• ELA proficiency will raise from 24% to 35% for SWD</li> <li>• Algebra proficiency will raise from 29% to 40% for SWD</li> </ul>
<b>Person responsible for monitoring outcome:</b>	Cynthia Mucerino (mucerinocy@pcsb.org)
<b>Evidence-based Strategy:</b>	<p>Provide appropriate supports in the classrooms to ensure students are meeting standards and making gains.</p> <p>Students will work toward mastery of meaningful IEP goals while learning the foundational skills they need to engage in rigorous, grade level content in the Least Restrictive Environment.</p> <p>Teach students strategies to increase their ability to work independently.</p>
<b>Rationale for Evidence-based Strategy:</b>	Students when offered the support and scaffolding needed to understand the content will be more engaged in their learning and will show more learning gains as they increase their skills. Using PLC data chats we will enable early identification of students in need, and plan for the differentiation and support of those students. We will use regular progress monitoring data (Write Score, lexile scores) to determine ESE students making sufficient gains.
<b>Action Steps to Implement</b>	
Teachers and/or will provide differentiated, individual/small group instruction aligned to areas of need identified in each student's IEP to allow them to fully engage with same age peers and make progress towards grade level standards.	
<b>Person Responsible</b>	Cynthia Mucerino (mucerinocy@pcsb.org)
Strategically created a schedule that provides time for collaboration and planning time between ESE and General Education teachers to facilitate integration of specially designed instruction into core content classes, provide opportunities for scaffolding and differentiation, and monitor student progress towards IEP goals and mastery of general education standards.	
<b>Person Responsible</b>	Cynthia Mucerino (mucerinocy@pcsb.org)
ESE teachers will work collaboratively with General Education teachers during common planning and twice monthly PLCs to implement evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	
<b>Person Responsible</b>	Candice Metcalf (metcalfca@pcsb.org)
Strengthen student's abilities to work independently by embedding meta-cognitive strategies into content-based (ELA/Math) instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.	
<b>Person Responsible</b>	Candice Metcalf (metcalfca@pcsb.org)

Teachers meet weekly during common planning and twice monthly during after school PLCs to discuss student data/goals and to engage in PD that best supports SWD by differentiating rigorous standards-based instruction ( Executive Functioning, Restorative Practices, and Team Teaching).

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

### #11. Other specifically relating to Healthy Schools

**Area of Focus** Our current level of performance is 3 out of 6 modules, as evidenced in Alliance for Healthier Schools. We expect our performance level to include an additional 3 modules by May 2021.

**Measurable Outcome:** Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by May 2021 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

**Person responsible for monitoring outcome:** Eric Zebley (zebleye@pcsb.org)

**Evidence-based Strategy:** Assemble a 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.

**Rationale for Evidence-based Strategy:** The assembly of a Healthy School's team will ensure the fidelity of implementation. Resources used include, but are not limited to: district/school funding and the Alliance for Healthier Generation's Healthy Schools Program Framework.

### Action Steps to Implement

Attend district-supported professional development.

**Person Responsible** Eric Zebley (zebleye@pcsb.org)

Complete Healthy Schools Program Assessment.

**Person Responsible** Eric Zebley (zebleye@pcsb.org)

Complete the SMART Snacks in School Documentation.

**Person Responsible** Eric Zebley (zebleye@pcsb.org)

Develop and Implement Healthy School Program Action Plan.

**Person Responsible** Eric Zebley (zebleye@pcsb.org)

Update Healthy Schools Program Assessment and Apply for Recognition.

**Person Responsible** Eric Zebley (zebleye@pcsb.org)



**#12. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Our average daily attendance rate is 92%. We expect the average daily attendance rate to be 95% by May 2021. The problem is occurring because students are not academically engaged and connected to the school. If teacher developed healthy relationships with students and engaged them in rigorous content, the problem would be reduced by 3%.

**Measurable Outcome:** The percent of students attending school will increase from 92% to 95 %, as measured by the average daily attendance rate.

**Person responsible for monitoring outcome:** Candice Metcalf (metcalfca@pcsb.org)

**Evidence-based Strategy:** Culturally Relevant Teaching (CRT)  
Restorative Practices (classroom climate and grading)  
Social Emotional Learning  
Equity in Excellence practices  
Strategic scheduling  
PBIS - Dixie Dollars  
MTSS - Rebels Rising  
Teen Court  
Child Study Team

**Rationale for Evidence-based Strategy:** We utilized average daily attendance data broken down by categories to determine which students are missing school frequently and for what reasons if any. Student missing school will be referred to the Child Study Team for planning for, and incorporating interventions to improve attendance.

**Action Steps to Implement**

We will clearly and repeatedly communicate to students and our families the importance of attending school everyday, and the processes for reporting a students absence.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

The CST will utilize the Rebels Rising platform to track and monitor students who are not regularly attending school.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

Dixie Dollars, and other PBIS strategies will be used to encourage student attendance.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

The attendance clerk, school social work, and other members of the CST will work closely with the Teen Court program to implement interventions for students who are not regularly attending school.

**Person Responsible** Candice Metcalf (metcalfca@pcsb.org)

**#13. Other specifically relating to Family and Community Involvement**

**Area of Focus Description and Rationale:** Achieving 5 star status would indicate that family and community partnerships have increased at Hollins High School through parent/student/staff volunteer hours, community events, and business partnerships.

**Measurable Outcome:** Hollins High School will receive the 5 Star Award given by the Pinellas Education Foundation by May 2021 .

**Person responsible for monitoring outcome:** Robert Florio (florior@pcsb.org)

**Evidence-based Strategy:** Increase logged volunteer hours and community partnerships. Effectively communicate with all stakeholders regarding a student's or the school's progress.

**Rationale for Evidence-based Strategy:** By focusing on the logging of volunteer hours we will significantly increase the number of hours needed to achieve the 5 Star School aware.

**Action Steps to Implement**

1. Host family engagement events - Freshmen Night, Discovery Fairs, Senior Night, ESOL Family Night, etc.
2. Provide academic tools to families in support of their students' achievement at home - Parent Portal, Rebels Rising, and Clever.
3. Purposefully involve families with opportunities for them to advocate for their students.
4. Intentionally build positive relationships with families and community partners - weekly connect ED messages by principal and parent engagement nights for students.

**Person Responsible** Becca Alt (altr@pcsb.org)

**Additional Schoolwide Improvement Priorities**

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

**Strategies to address the school-wide priorities listed below are embedded within the specific areas of focus.**

1. Increase the percent of L25 students in ELA making learning gains.
2. Achieving 41% + of ELL students achieving proficiency on the FSA ELA and Algebra EOC.
3. Achieving 41% + of SWD achieving proficiency on the FSA ELA and Algebra EOC.
4. Graduating all students college and career ready (industry certifications, AP/AICE/DE courses).
5. Increase the percent of all student making learning gains on the FSA ELA.

**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.

Positive collaboration and relationships between school, family, and the community are critical to the school's success. Hollins High School plans to continue to build stronger relationships with families and community members by frequently reaching out to them through Connect Ed messages from the principal, phone calls, emails, monthly newsletters, flyers, advisory boards, and the school website. Parents and community members are welcome to visit our campus and are included as a vital part of our learning community. HHS offers several opportunities for parental involvement such as Freshman Orientation, Back to School Night, parent/teacher conferences, monthly PTSA and SAC meetings, school performances, and athletic and club activities. Through the implementation of Restorative Practice, parents are invited to the campus to participate in the circles. Parents are also encouraged to serve as volunteers in numerous capacities, which include but are not limited to, chaperoning field trips. Lastly, parent input is solicited for school-based decisions through surveys, emails, phone calls, and face-to-face visits.

Hollins HS ensures our students social-emotional needs are being met through our school social worker, psychologist, MTSS teacher(s), the Interact Club, which nurtures a culture of kindness, mentors, and our partnership with Johns Hopkin Hospital (food pantry), to name a few. We also utilize and make recommendations to our families of available outside resources and community programs.

Hollins HS supports incoming and outgoing cohorts of students by providing schoolwide academic initiatives (focus notetaking, organization) and life skills at each grade level. For incoming students, we host school fairs to share academic information with families. Coaches, club sponsors, and other extracurricular representatives are also present at the fairs to introduce families to the extracurricular opportunities on our campus. Administrators, school counselors, teachers, and the MTSS team does periodic checks on a consistent basis of student grades and attendance to ensure we are providing them with the resources they may need.

Hollins HS conducts grade level seminars and hosts College and Career Fairs, where we invite local colleges and the Armed Forces through our guidance department. Also, our school website includes pertinent information on college and career readiness and school counselors meet with students regularly regarding credit checks and future plans. Lastly, our Career Academies prepare

#### **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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Other: College and Career Readiness	\$0.00
6	III.A.	Areas of Focus: Other: Bridging the Gap (Black Student Achievement)	\$0.00
7	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning	\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
10	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
11	III.A.	Areas of Focus: Other: Healthy Schools	\$0.00
12	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
13	III.A.	Areas of Focus: Other: Family and Community Involvement	\$0.00
Total:			\$0.00