

Pinellas County Schools

Dixie M. Hollins High School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 37 |
| Budget to Support Goals | 38 |

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: 6/21/2015

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 97% |
| 2020-21 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 White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (51%) 2017-18: C (52%) 2016-17: C (45%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 38 |

Dixie M. Hollins High School

4940 62ND ST N, Kenneth City, FL 33709

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p> | <p>2020-21 Title I School</p> <p>Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>85%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>49%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | C | C | C |

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<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 | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| Florio, Robert | Principal | |
| Holcombe, Nicole | Assistant Principal | Assistant Principal of Academies/Magnet Programs |
| Metcalf, Candice | Assistant Principal | Assistant Principal of Curriculum and Instruction |
| Zebley, Eric | Assistant Principal | |

Demographic Information

Principal start date

Sunday 6/21/2015, 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.*

1

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.*

4

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - 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 | 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 |

2020-21 - 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 | 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 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 47% | 56% | 56% | 50% | 56% | 56% |
| ELA Learning Gains | | | | 47% | 51% | 51% | 50% | 53% | 53% |
| ELA Lowest 25th Percentile | | | | 33% | 43% | 42% | 40% | 44% | 44% |
| Math Achievement | | | | 40% | 45% | 51% | 40% | 46% | 51% |
| Math Learning Gains | | | | 42% | 44% | 48% | 43% | 48% | 48% |
| Math Lowest 25th Percentile | | | | 40% | 41% | 45% | 38% | 42% | 45% |
| Science Achievement | | | | 56% | 64% | 68% | 56% | 66% | 67% |
| Social Studies Achievement | | | | 61% | 71% | 73% | 62% | 72% | 71% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 40% | 54% | -14% | 55% | -15% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 49% | 53% | -4% | 53% | -4% |
| Cohort Comparison | | | | | | |
| | | -40% | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | 53% | 62% | -9% | 67% | -14% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 62% | 70% | -8% | 70% | -8% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 24% | 55% | -31% | 61% | -37% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 50% | 56% | -6% | 57% | -7% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Student is progressed through cycle assessments for each EOC/FSA course and through end of course exams in all tested subject areas

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | 35 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | | | 55 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | | | 51 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 44 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 28 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 23 | 43 | 45 | 24 | 32 | 41 | 39 | 43 | | 94 | 26 |
| ELL | 13 | 36 | 53 | 8 | 28 | 45 | 31 | 23 | | 94 | 54 |
| ASN | 53 | 58 | 57 | 36 | 26 | 38 | 71 | 67 | | 95 | 75 |
| BLK | 22 | 32 | 39 | 15 | 31 | 43 | 24 | 37 | | 98 | 45 |
| HSP | 29 | 34 | 43 | 25 | 31 | 52 | 53 | 37 | | 98 | 60 |

| 2021 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 2019-20 | C & C Accel 2019-20 |
| MUL | 50 | 39 | | 19 | 4 | | 43 | 61 | | 100 | 75 |
| WHT | 45 | 46 | 36 | 35 | 32 | 34 | 61 | 56 | | 97 | 56 |
| FRL | 30 | 38 | 40 | 25 | 26 | 40 | 45 | 41 | | 95 | 52 |
| 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 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 48 |
| 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 | 41 |
| Total Points Earned for the Federal Index | 523 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 92% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 41 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| 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% | |
| 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% | |
| Asian Students | |
| Federal Index - Asian Students | 57 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 39 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 45 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 49 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |

| White Students | |
|--|----|
| Federal Index - White Students | 50 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our 2020-21 level of performance is ___% proficiency, as evidenced in FSA ELA scores. We want to increase it to 75% by May 2022. The problem or gap is occurring because students are not proficient at the level they will be tested at on the FSA ELA, due to not being consistently and fully engaged in rigorous, standards-based instruction.

Measurable Outcome: The percent of all students achieving ELA proficiency will increase from ___% to 75% as measured by the 20221 ELA FSA.

Cycle data and PLCs will monitor data.

Monitoring: Students will participate in teacher-led data chats to increase student ownership of their data and understanding of how to critically analyze data to identify areas of improvement.

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

1. Teachers will use data to plan instruction for individual student learning gains.

Evidence-based Strategy: 2. Strengthen staff ability to engage students in complex tasks (WICOR, focused note-taking, higher-order questioning).

3. Enhance staff capacity to identify critical content from the LAFS/BEST standards in alignment with district resources (textbook, curriculum guide, Writeable).

By using student data during all PLCs, teachers will be able to identify student needs and areas of focus to help students make learning gains. Using standards-aligned and district resources, teachers can engage students in complex tasks.

Rationale for Evidence-based Strategy: Students will be able to communicate orally and in writing for narrative, argumentative, and expository purposes.

Students will be able to organize and analyze information from multiple sources across content areas to develop an essay using sequential organization, varied transitions, appropriate tone, and editing tools. Students will follow standard English grammar, punctuation, capitalization, and spelling in all communication.

Action Steps to Implement

Teachers meet weekly during common planning and twice monthly during after school PLCs to review student work and data (authentic data, cycle assessment data, common assessment). Aligns with goal 1.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Teachers will implement strategies including focused note-taking and other organization strategies. They will also utilize frequent checks for understanding (i.e. exit tickets, Writeable, question stems, Turn & Talk) and conduct data chats with students in order to facilitate student goal-setting. Aligns to goal 2.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Reading and ELA teachers will implement culturally relevant and cross-content supplemental texts to increase the rigor of the task. Aligns with goal 2.

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. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students. Aligns with goal 3.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

Engage district staff in site-based "just-in-time" training. Aligns with goal 1-3.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#2. Other specifically relating to AVID

Area of Focus Description and Rationale: Emerging schoolwide use of AVID strategies from the various elements of WICOR in core content classrooms to increase student achievement and reduce opportunity gaps and become an Emerging

Measurable Outcome: Instructional: Consistent use of AVID strategies, including CRT (70% of teachers 70% of the time). Monthly PD will be provided by the AVID Site team, as well as, pre-school PD and demonstration of strategies (20 and out).

Monitoring: Assessments of student progress; we offer the support, now we will be monitoring usage and effectiveness of the support. We also want to collaborate with departments for schoolwide PSAT/SAT prep.

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

Evidence-based Strategy: Students will use Canvas and/or E –Agenda as an electronic planning monitoring system to categorize each class and load classroom expectations, assignments, homework and calendar of events.

Rationale for Evidence-based Strategy: To increase Culturally Relevant Teaching instruction and increase student engagement by promoting AVID strategies, WICOR, across all content areas.

Action Steps to Implement

1. Weekly time will be set aside (10 minutes) during 3rd and 4h period blocks for students to check their grades in Portal with teacher monitoring. Each student will be able to pull up each course and their expectations, rules and procedures in each class for teacher to direct, coach and counsel on how to proceed to turn in work, make up a test or quiz or get additional tutoring or support from teacher.

Person Responsible Robert Florio (florior@pcsb.org)

2. Leadership: we will be increasing school leadership team representation on the AVID Site Team for a more cohesive collaboration for AVID school wide

Person Responsible Robert Florio (florior@pcsb.org)

3. Culture: We will be increasing campus college & career events and access to college field trips.

Person Responsible Robert Florio (florior@pcsb.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current 2021 proficiency level is (blank)%, as evidenced in our mathematics achievement scores (Algebra 1 and Geometry). We expect our performance level to be (blank)% by May 2022. The problem/gap is occurring because students lack basic building blocks necessary to master Algebra and Geometry skills. Teachers will work collaboratively in PLC's using FSA data to identify students' math skills, strengths/weaknesses, to create lessons that scaffolds and differentiates the support needed for students to make learning gains which will support achievement scores.

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 blank% to blank%, as measured by the Algebra 1 and Geometry EOC exams.

Monitoring: Monitoring through PLC common assessments, district cycle assessments and data chats.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Enhance staff capacity to identify critical content from the standards in alignment with district resources provided through Professional Development, sharepoint, and Canvas. 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 [no one identified]

Teachers will participate in District Professional Development to support standard based content planning.

Person Responsible [no one identified]

Teachers will participate in District Professional Development to support standard based content planning.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 77%, as evidenced on the Biology EOC exam. We expect our performance level to be 87% by May 2022. The problem is occurring due to students not having the skills and knowledge necessary to meet proficiency requirements on the EOC. Teachers will work collaboratively in PLCs to meet students where they are, use data to support each student, and differentiate scaffolded instruction to support each student to make individual learning gains.

Measurable Outcome: The percent of all students achieving proficiency in Biology will increase 10% by May 2022.

Monitoring: This will be monitored through PLCs and common assessment data chats.

Person responsible for monitoring outcome: Nicole Holcombe (holcomben@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

1. 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 Nicole Holcombe (holcomben@pcsb.org)

2. 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 Nicole Holcombe (holcomben@pcsb.org)

3. 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 Nicole Holcombe (holcomben@pcsb.org)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Our current level of performance is , as evidenced in the US History EOC exam. We expect our performance level to be 71% by the May 2022. The problem/gap is occurring because students are not being taught the content at the level that they will be tested on the EOC. 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 ___% to 71%, as measured by the US History EOC exam

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

Monitoring: (DBQ) Project materials and Stanford History Education Group (SHEG) lessons. (suggested options are included in curriculum guides). Teachers will work in PLCs to build Culturally Relevant Teaching lessons to meet students where they are and differentiate and support each student toward and individual learning goal

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

1. 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 Nicole Holcombe (holcomben@pcsb.org)

2. 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 regularly incorporate knowledge checks (formative assessments, including mini assessments) and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement for review, remediation, and support.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

Teachers include AVID CRT strategies into daily lesson plans that support students at all levels.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

Person Responsible Nicole Holcombe (holcomben@pcsb.org)

#6. Other specifically relating to College and Career Readiness

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|---|---|
| Area of Focus Description and Rationale: | Our current level of performance is 62% of our students graduate with career college readiness credentials (industry certifications, dual enrollment, and/or AICE/AP credit). We expect our performance level to be 70% by May of 2022. 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 decreased by 8%. |
| Measurable Outcome: | The percent of 12th grade students graduating with a college or career readiness credential will increase from 62% to 70% as measured by course completion and industry certification data. |
| Monitoring: | Career and College Readiness will be monitoring Acceleration Reports monthly. Each Counselor will meet with each student at the end of each quarter for follow up conversation and guidance on next steps |
| Person responsible for monitoring outcome: | Candice Metcalf (metcalfca@pcsb.org) |
| Evidence-based Strategy: | 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. |
| 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 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

- APC will build a master schedule with college and career readiness for all students as a primary focus.
Person Responsible Candice Metcalf (metcalfca@pcsb.org)
- Course request sheets will highlight college and career readiness as a subject students must take. Ensure students on the cohort report are scheduled to sit for PERT or register for SPC ID if they qualify for DE. Use the AP potential report to ensure grades 9-11 are registered for a course they have potential for success in for the 22-23 school year.
Person Responsible Candice Metcalf (metcalfca@pcsb.org)
- Counselors will ensure that each student’s grades 9-12 have either an AP/AICE/DE or business certification class on their scheduled. –
Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#7. 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.

Monitoring: Disaggregated Data will be reviewed and shared with whole group faculty – where best practices will be shared to support differentiation and scaffolding of each individual students will be shared and discussed. Information and best practices will be discussed and implemented through PLCs where CRT and UDL lessons will be designed to support individual students to achievement. Administrators will be responsible for each content area PLC to monitor for implementation with fidelity.

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

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

Person Responsible Robert Florio (florior@pcsb.org)

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

Person Responsible Robert Florio (florior@pcsb.org)

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

Area of Focus Description and Rationale: The discipline data report shows Not Cooperating represents 10.8% of the 1,026 referrals written for the 2020-2021 school year .By leveraging student relationships we can reduce Not Cooperating referrals by 5% or mores by May 2022. Teachers will be encouraged to utilize restorative practice principals an implement restorative circles to foster positive relationships with students and establish a healthy thriving classroom culture. If teachers use restorative practices to maintain culturally responsive caring relationships with all students the problem will decrease by 5%.

Measurable Outcome: Not Cooperating referrals will only represent 5% of referrals by May 2022 as evidenced by the discipline data report by type in Focus.

Monitoring: Monthly discipline reports to monitor referral numbers and action.

Person responsible for monitoring outcome: Eric Zebley (zebleye@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

1. 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 Eric Zebley (zebleye@pcsb.org)

2. 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 Eric Zebley (zebleye@pcsb.org)

3. A system of recognition will be established to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. 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 to reflect student interests (based on student input).

Person Responsible Eric Zebley (zebleye@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Our data shows achievement gaps on the FSA ELA and Algebra 1 EOC amongst the Black, ELL, and SWD student subgroups. Increasing CRT practices could lower these gaps.

Measurable Outcome: Hollins High School will increase equitable practices throughout the school by enabling students to have a stronger voice, heightening relational capacity amongst students and staff, and holding high expectations for all students and staff. This will be accomplished through a strong MTSS foundation, whole staff professional development, and utilizing site-based equity champions.

Monitoring: Short-term progress will be monitored by observing changes in teacher practices by using a CRT classroom walkthrough tool. Changes will be measured by the rate of observable CRT practices or the number of teachers consistently implementing CRT. Long-term progress will be measured by examining achievement gap data from statewide assessments, with the goal being a lowered gap between all subgroups. Progress will also be measured by recording the number of professional development sessions and the number of teachers in attendance.

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

Evidence-based Strategy: We will implement the following equitable practices to improve equity in the classrooms: Equitable grading, culturally relevant teaching, and restorative practices. In addition, we will build leadership capacity to advance equity-centered problem solving and equitable voices for both students, staff, and family engagement.

Rationale for Evidence-based Strategy: The Racial Equity Analysis Protocol (REAP) was used to identify these strategies and practices. Data identified the areas of focus as equitable practices, leadership capacity, and voice.

Action Steps to Implement

1. Staff will participate in equity-centered professional development to improve implementation of equitable practices during regularly scheduled monthly faculty meetings, bi-weekly whole staff PLCs, and on site-based training days. These professional developments will cover topics such as restorative practices, CRT, UDL, AVID strategies, formative assessments, etc.

Person Responsible [no one identified]

2. CRT walkthroughs will be conducted weekly by administration to monitor and track the frequency of CRT 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)

3. Staff will utilize strategically scheduled common planning and after school PLCs in order to participate in professional development, data chats, review and analyze both assignments and student work, and plan together. Staff can utilize equity lessons found in the Equity Champions OneNote folder

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#10. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our overall ELA achievement is blank%, compared to blank% for EL students. We expect the ELA achievement for EL students to be blank% by May 2022. The gap is occurring because inconsistent implementation of evidence based effective strategies and best practices. If all teachers were to consistently implement evidence-based strategies and best practices, the problem would be reduced by 10%. We will reduce the ELA achievement gap between all students and EL students from blank% to blank%, as measured by the FSA ELA.

Measurable Outcome: We will increase the percent of EL students achieving proficiency on the US History EOC from blank% to blank% as measured by the History EOC.

Monitoring: PLC using data chats with Common Assessments, District Cycle Assessments.

Person responsible for monitoring outcome: [no one identified]

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 – Royal Quid
 School-wide instructional strategies
 MTSS – Royals 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 for those students. We used FSA and progress monitoring data (Write Score) to EL determine which of our EL students are not making sufficient gains.

Action Steps to Implement

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

Person Responsible Kathleen Pritz (pritzk@pcsb.org)

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

Person Responsible [no one identified]

3. 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 [no one identified]

4. 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 [no one identified]

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

Person Responsible [no one identified]

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

Person Responsible [no one identified]

7. 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 [no one identified]

8. 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.

Person Responsible [no one identified]

9. 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). Schedule should include Reading, US History and Biology classrooms with cohorted EL students.

Person Responsible [no one identified]

10. 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 [no one identified]

#11. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Data indicates that Students With Disabilities (SWD) have demonstrated that they are lacking the foundational skills to meet proficiency levels on state tested areas including the Florida Standards Assessments for English Language Arts(ELA) and Algebra. It is Hollins High School's expectation for Exceptional Student Education (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. This will allow the teachers to provide specially designed instruction to scaffold and differentiate supports for students to make individual learning gains in both ELA and Algebra. Communicate between ESE and General Education Instructor during PLC planning to review accommodations, data and supports to help support individual student achievement

Measurable Outcome: Students With Disabilities (SWD) will increase their proficiency in ELA and Algebra.
 • ELA proficiency will increase 10% from 24% (2019) to 34% (2021)
 • Algebra proficiency will increase 10% from 33% (2019) to 43% (2021)

Monitoring: This will be monitored through Professional Learning Communities (PLC) collaboration and common assessment data.

Person responsible for monitoring outcome: Cynthia Mucerino (mucerinocy@pcsb.org)

Evidence-based Strategy:

- Implement a process for placing students requiring ESE services in master schedules to ensure they have optimal supports.
- Plan intentionally for specially designed instruction to address IEP goals and grade level standards.
- Provide appropriate supports in the classrooms to ensure students are meeting standards and making gains.
- 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.
- Teach students strategies to increase their ability to work independently.
- Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.

Rationale for Evidence-based Strategy: 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, Reading Proficiency Index scores) to determine ESE students making sufficient gains.

Action Steps to Implement

1. Teachers and/or ESE Service Providers 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.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

2. 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.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

3. 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.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

4. 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.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

5. 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)

#12. Other specifically relating to Heathy Schools

Area of Focus Description and Rationale: Our current level of performance is 3 the Bronze Medal from Alliance for Healthier Schools. We expect our performance level to increase and earn a Silver Medal.

Measurable Outcome: Our current level of performance is 3 the Bronze Medal from Alliance for Healthier Schools. We expect our performance level to increase and earn a Silver Medal.

Monitoring: This will be monitored through monthly meetings and review of school progress according to Healthy School's Program Framework.

Person responsible for monitoring outcome: Candice Metcalf (metcalfca@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

1. Attend district-supported professional development.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

2. Complete Healthy Schools program assessment

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

3. Develop and implement Healthy Schools action plan.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

4. Update Healthy Schools program assessment and apply for recognition.

Person Responsible Candice Metcalf (metcalfca@pcsb.org)

#13. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our average daily attendance rate is 89%. We expect the average daily attendance rate to be 95% by May 2022. The Problem is occurring because students are not academically engaged and/or connected to the school. If the students are engaged in relevant rigorous content and have developed healthy relationships with teachers the problem would be reduced by 6%.

Measurable Outcome: The percent of students attending school will increase from 89% to 95% as measured by the average daily attendance rate.

Monitoring: This will be monitored weekly through the Multi-Tiered Systems of Support (MTSS) team and biweekly through the Child Study Team (CST).

Person responsible for monitoring outcome: [no one identified]

- Evidence-based Strategy:**
- Culturally Relevant Teaching (BRT)
 - Restorative Practices (Classroom Climate and Grading)
 - Social Emotional Learning
 - Equity in Excellence practices
 - Strategic Scheduling
 - PBIS- Royal Quid
 - MTSS-Royals 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. Students missing school will be referred to the Child study team for planning and implementation of interventions to improve attendance.

Action Steps to Implement

1. We will clearly and repeatedly communicate to students and our families the importance of attending school every day, and the processes for reporting a student's absence.

Person Responsible [no one identified]

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

Person Responsible [no one identified]

3. Royal Quid and other PBIS strategies will be used to encourage student attendance.

Person Responsible [no one identified]

#14. Other specifically relating to Family and Community Involvement

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| Area of Focus Description and Rationale: | Achieving a 5 star status would indicate that family and community partnership have increased at Hollins High School through parent/student/staff/volunteer hours, community events, and business partnerships. |
| Measurable Outcome: | Hollins High School will receive a 5 Star Award given by the Pinellas Education Foundation by May 2021. |
| Monitoring: | Will monitor the logged hours. |
| Person responsible for monitoring outcome: | [no one identified] |
| Evidence-based Strategy: | Increase logged volunteer hours we will significantly increase the number of hours needed to achieve the 5 Star School Award. |
| Rationale for Evidence-based Strategy: | By focusing on the number of volunteer hours we will significantly increase the number of hours needed to achieve the 5 Start School Award. |

Action Steps to Implement

1. Host family engagement events – Freshman Night, Discovery Fairs, Senior Night, ESOL Family Night, etc.

Person Responsible Becca Alt (altr@pcsb.org)

2. Provide academic tools to families in support of their students’ achievement at home – Parent Portal, Rebels Rising, and Clever.

Person Responsible Becca Alt (altr@pcsb.org)

3. Purposefully involve families with opportunities for them to advocate for their students.

Person Responsible Becca Alt (altr@pcsb.org)

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

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School will use and implement restorative practice supports and modification to improve student behavior and positive outcomes. PBIS and school wide Royal Rules - Present, Prompt, Prepared, Productive and Polite will be implemented within each class room, department and school wide. Students exhibiting positive interactions around the rules will be rewarded with Royal Rewards and be able to use the rewards for various items including school supplies and snacks.

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.

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 communicating via phone calls, emails, monthly newsletters, flyers, advisory boards, and the school website. Parents and community members are welcome to visit our campus and are 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. This year community members will be invited to participate in a variety of activities that will highlight a variety of methods that Hollins HS works to prepare students for college and career. 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. 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. All students and teachers participate in mental health lessons and are provided resources and support for their additional needs.

Hollins HS supports incoming and outgoing cohorts of students by aligning expectations in the classroom, department, and school level. The Royal Rules are used as a framework for each teacher to create rules and expectations for their classrooms, as well as school-wide expectations that extend beyond the classroom. When students demonstrate or meet the expectation, they are rewarded in a variety of ways, including token (Royal Quid). All teachers are monitored within their department for alignment to the Royal Rules and administration monitors alignment to the Royal Rules at the school 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 do 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. 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 students with skills and knowledge that supports them for careers and college.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School staff will host family engagement events such as Freshmen Night, Discovery Fairs, Senior Night, ESOL Family Night, etc. They will provide information and training on academic tools to families in support of their students' achievement at home such as Parent Portal, Royals Rising, Clever, and Canvas. Hollins staff will purposefully involve families with opportunities for them to advocate for their students. All staff will intentionally build positive relationships with students, families, and community partners.

Students promote a positive environment by involving themselves in a variety of clubs that help their peers feel welcomed and heard on the school campus such as the Interact club. All students will have an opportunity to participate in demonstrating PBIS expectations and building relationships with other peers and adults on campus. Students will have an opportunity to work with peers and staff using restorative practices to ensure all students feel welcomed and safe on the school campus. Additionally, students will be encouraged to participate in both the SAC and PTSA.

Parents are encouraged to participate in several ways, both on and off the campus. All parents are invited to participate in the SAC and PTSA or volunteer to assist with school functions. Parents help to promote a positive environment by supporting our school goals, policies, procedures and initiatives and encouraging their students to do the same.

Community members promote a positive school environment by actively collaborating with the school to provide opportunities for students to build relationships with their community. Many community members serve as mentors for our students and provide opportunities for students to volunteer their time and learn skills that are beneficial for both college and career. Local community businesses offer community based vocational instruction opportunities (Publix). These partnerships provide a means for students to build outside connections to their community.

Part V: Budget

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

| | | | | | | |
|----------|---------------|--|---|----------------|-----|-------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 0000 | 500-Materials and Supplies | 1031 - Dixie M. Hollins High School | General Fund | | \$2,500.00 |
| | | | <i>Notes: We will allocate funds to help support teachers in ELA/Reading to purchase any ancillary technology they will need to better connect their students to their curriculum at school and while out of school</i> | | | |
| 2 | III.A. | Areas of Focus: Other: AVID | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

| | | | | | | |
|----|----------|--|---|----------------|---------------|-------------------|
| | 1142 | 120-Classroom Teachers | 1031 - Dixie M. Hollins High School | General Fund | | \$5,000.00 |
| | | | <i>Notes: As school becomes an AVID Emerging school and beyond - resources to support this endeavor for all teachers across all contents will be purchased - such as an app to be used as a student planner and any specific materials that can be used to utilize and implement school wide WICOR strategies</i> | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Science | | | | \$0.00 |
| 5 | III.A. | Areas of Focus: Instructional Practice: Social Studies | | | | \$0.00 |
| 6 | III.A. | Areas of Focus: Other: College and Career Readiness | | | | \$0.00 |
| 7 | III.A. | Areas of Focus: Other: Bridging the Gap (Black Student Achievement) | | | | \$0.00 |
| 8 | III.A. | Areas of Focus: Other: School Climate/Conditions for Learning | | | | \$0.00 |
| 9 | III.A. | Areas of Focus: Culture & Environment: Equity & Diversity | | | | \$0.00 |
| 10 | III.A. | Areas of Focus: ESSA Subgroup: English Language Learners | | | | \$0.00 |
| 11 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | | | | \$0.00 |
| 12 | III.A. | Areas of Focus: Other: Healthy Schools | | | | \$0.00 |
| 13 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 9800 | 319-Technology-Related Professional and Technical Services | 1031 - Dixie M. Hollins High School | General Fund | | \$2,000.00 |
| | | | <i>Notes: School will purchase app to be used with phones, iPads and laptops to track and report student tardies and absences that will provide an immediate record to better track and support students and families in attending school on time</i> | | | |
| 14 | III.A. | Areas of Focus: Other: Family and Community Involvement | | | | \$0.00 |
| | | | | | Total: | \$9,500.00 |