# FLORIDA DEPARTMENT OF EDUCATION
# 2013-2014 SCHOOL IMPROVEMENT PLAN

**School:** 1031 - Dixie M. Hollins High School
**District:** 52 - Pinellas
**Principal:** Daniel Evans J
**SAC Chair:** Tom Lynd
**Superintendent:** Dr. Michael A Grego
**School Board Approval Date:** [pending]
**Last Modified on:** 10/14/2013

**Pam Stewart, Commissioner**
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

| Address: | Physical | Mailing |
|---|---|---|
| | 4940 62ND ST N Kenneth City, FL 33709 | 4940 62ND ST N Kenneth City, FL 33709 |
| Phone Number: | 727-547-7876 | |
| Web Address: | http://www.dixie-hs.pinellas.k12.fl.us | |
| Email Address: | 1031.principal@pcsb.org | |

| School Type: | High School | | | |
|---|---|---|---|---|
| Alternative: | No | | | |
| Charter: | No | | | |
| Title I: | No | | | |
| Free/Reduced Lunch: | 62% | | | |
| Minority: | 38% | | | |
| School Grade History: | **2012-13** | **2011-12** | **2010-11** | **2009-10** |
| | PENDING | C | C | D |

| Current School Status | |
|---|---|
| **School Information** | |
| **School-Level Information** | |
| **School** Dixie M. Hollins High School | |
| **Principal's name** Daniel Evans J | |
| **School Advisory Council chair's name** Tom Lynd | |
| **Names and position titles of the School-Based Leadership Team (SBLT)** | |

| Name | Title |
|---|---|
| Dr. Mary Taylor | Assistant Principal |
| Mr. Eric Zebley | Assistant Principal |
| Mrs. Marissa Kessler | School Psychologist |
| Mrs. Janine Comegys | School Social Worker |
| Mr. Steve Kornell | School Social Worker |
| Mrs. Vicki Highfield | Attendance Specialist |
| Mrs. Jennifer Duda | Literacy Coach |
| Mrs. Kamara Cooper | Math Coach |
| Mrs. Cindy Mucerino | VE Specialist |
| Mrs. Lisa Sinatra | Assistant Principal |
| Mr. Luke Kademoff | Assistant Principal |

| | |
|---|---|
| **District-Level Information** | |
| **District** Pinellas | |
| **Superintendent's name** Dr. Michael A Grego | |
| **Date of school board approval of SIP** Pending | |
| **School Advisory Council (SAC)**<br>This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). | |

**Describe the membership of the SAC including position titles**
Mr. Tom Lynd / Community Member / SAC Chair
Dr. Dan Evans / Principal
Dr. Mary Taylor / Asst. Principal
Mr. Eric Zebley / Asst. Principal
Mrs. Catherine Briggs / Parent
Mrs. Midge Silk / Parent
Mrs. Gwen Vandenburg / Parent
Mrs. Marcia Miller / School Community Liaison
Mrs. Tiffany Noser / Teacher
Mrs. Lucille Benjamin / Teacher
Mrs. Mary O'Brian / Teacher
Mrs. Christy Rabich / Teacher
Mrs. Jeannie Wallace / Media Specialist
Mrs. Jennifer Duda / Literacy Coach

**Describe the involvement of the SAC in the development of this school improvement plan**

The SAC contributed to and ultimately will approve the School Improvement Plan after a meeting with the principal. The SAC chair, Mr. Lynd, was present at SIP development meetings this summer.

**Describe the activities of the SAC for the upcoming school year**
The SAC will meet monthly on the second Tuesday of the month. The principal always provides SAC members with a school SIP update.

**Describe the projected use of school improvement funds and include the amount allocated to each project**
All funds will be approved by SAC in support of SIP initiatives. The focus this year will be around reading and math improvements and attendance incentives.

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**
In Compliance

**If no, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# Administrators** 5

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Administrator Information:**

**Daniel Evans J**

| Principal | Years as Administrator: 8 | Years at Current School: 3 |
|---|---|---|
| **Credentials** | Certifications in Educational Leadership / English 6-12 and Journalism 6-12. B.S. in Journalism; B.A. in English; M.A. in Educational Leadership; Ed.D. in Educational Leadership. | |
| **Performance Record** | Three years as the principal at Dixie. School grade has been a C for the previous two years after seven years as a D school. School grade expected to be a B this year. All graded categories increased in 2012-2013, including reading proficiency, math proficiency, graduation rate and college readiness factors. | |

**Mr. Eric Zebley**

| Asst Principal | Years as Administrator: | Years at Current School: |
|---|---|---|
| **Credentials** | | |
| **Performance Record** | | |

| **Mrs. Lisa Sinatra** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 4 | Years at Current School: 4 |
| **Credentials** | Certifications in Educational Leadership / Specific Learning Disabilities K-12; B.S. in Exceptional Child Education; M.A. in Educational Leadership. | |
| **Performance Record** | Four years as one of the Assistant Principals at Dixie. School grade has been a C for the previous two years after seven years as a D school. School grade expected to be a B this year. All graded categories increased in 2012-2013, including reading proficiency, math proficiency, graduation rate and college readiness factors. | |
| **Dr. Mary Taylor** | | |
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |
| **Credentials** | | |
| **Performance Record** | | |
| Asst Principal | Years as Administrator: | Years at Current School: |
| **Credentials** | | |
| **Performance Record** | | |

### Instructional Coaches

**# Instructional Coaches** 1

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Instructional Coach Information:**

| **Mrs. Jennifer Duda** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 5 |
| **Areas** | Reading/Literacy | |
| **Credentials** | Mrs. Duda has been a coach for just one year but has been a successful teacher and trainer for 6 years. She is completing the reading endorsement and her master's degree in educational leadership. She has supported teachers for the past two years as a PLC leader and pilot administrator for a number of creative literacy initiatives. | |
| **Performance Record** | Mrs. Duda has been rated a highly effective teacher for the past two years and has been a successful teacher of AP literature and English 4 Honors. She has also been instrumental in support our school's English 2 teachers in their preparation for improved instruction around the FCAT Writes. Our school's writing scores continue to improve under Mrs. Duda's leadership. | |

| **Mrs. Kamara Cooper** | | |
|---|---|---|
| Part-time / School-based | Years as Coach: | Years at Current School: 1 |

| **Areas** | Mathematics |
|---|---|
| **Credentials** | |
| **Performance Record** | |

**Classroom Teachers**

**# of classroom teachers** 100

**# receiving effective rating or higher** 100, 100%

**# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)** 95%

**# certified in-field, pursuant to Section 1012.2315(2), F.S.** 100, 100%

**# ESOL endorsed** 27, 27%

**# reading endorsed** 23, 23%

**# with advanced degrees** 41, 41%

**# National Board Certified** 2, 2%

**# first-year teachers** 6, 6%

**# with 1-5 years of experience** 41, 41%

**# with 6-14 years of experience** 22, 22%

**# with 15 or more years of experience** 37, 37%

**Education Paraprofessionals**

**# of paraprofessionals** 0

**# Highly Qualified, as defined in 20 U.S.C. § 6319(c)** 0

**Other Instructional Personnel**

**# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals** 0

**# receiving effective rating or higher** (not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**
1. Provide a systemic approach to professional development to improve teacher effectiveness.
2. Ensure that teachers are teaching subjects that aligned to their certificates and professional strengths.
3. Limit the number of teacher "preps" so as to increase teacher efficiency and effectiveness of instruction.
4. Improve the school climate by supporting teacher growth in a positive manner.

**Teacher Mentoring Program/Plan**
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities**
Our school emploYes a lead mentor, Mrs. Loretta Lamore. She has joined the principal and department chairpersons in welcoming the new teachers and pairings them with highly effective content areas teachers. The pairings were done to match the mentee's background and strengths to the mentor's. A weekly New Teacher PLC is in place for the start of the year to help the teacher's learn new strategies and reflect on their professional practice.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**
Our school reviews schoolwide trend data bi-weekly and amends its interventions accordingly. Our school's focus areas are attendance, discipline (referrals or suspensions) and grades (gpa and credits). Decisions are made about interventions and resources after the problem-solving process is completed.

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**
Our MTSS / RtI Leadership Team consists of the principal, all four assistant principals, our VE specialist, one counselor, our two school social workers, our attendance specialist, our school psychologist and our math and reading coaches. The team meets bi-weekly as the SBLT. Each team member oversees some aspect of our SIP and the aligned interventions. They are tasked with reporting out each month and bringing data for the team to view and problem-solve around.

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**
The school reviews data regularly and asks for teacher input on the effectiveness of our interventions and SIP goals.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**
We have in place only research-based intructional supports (either core and supplemental interventions). We use the data from those sources to address needs in reading, math, science and writing. We also review student course failures to determine our effectiveness. Our regular classroom walkthroughs provide data related to engagement.

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**
We discuss our MTSS / interventions at faculty and staff meetings and at PTSA / SAC meetings. It is imperative that our staff and parents understand the degree to which our interventions are in play.

**Increased Learning Time/Extended Learning Opportunities**
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Extended Day for All Students**

**Minutes added to school year:** 5

**Strategy Purpose(s)**
Instruction in core academic subjects, Teacher collaboration, planning and professional development

**Strategy Description**
Our school day has been extended by 30 minutes and that brings additional instruction for our students. Additionally our teachers have extra planning time and there is a schoolwide expectation of common planning and weekly PLCs.

**How is data collected and analyzed to determine the effectiveness of this strategy?**
This is done by analyzing the schoolwide data in reading, math, science, writing and social studies.

**Who is responsible for monitoring implementation of this strategy?**
This is the principal's responsiblity -- Dr. Daniel Evans.

**Strategy: Before or After School Program**

**Minutes added to school year:** 3

**Strategy Purpose(s)**
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

**Strategy Description**
Our school employs a Tuesday / Thursday after-school remediation / study hall and also an enrichment time called DixieU -- Dixie University. It runs from 2:30 p.m. until 4:00 p.m. two days a week (3 hours total).

**How is data collected and analyzed to determine the effectiveness of this strategy?**
This program is under review continually to determine the number of students taking part and any improvement seen in 6-weeks grades.

**Who is responsible for monitoring implementation of this strategy?**
The program is coordinated by our Asst. Principal for Instruction -- Dr. Mary Taylor.

**Strategy: Summer Program**

**Minutes added to school year:** 170

**Strategy Purpose(s)**
Instruction in core academic subjects

**Strategy Description**
We have established a summer school for credit recovery and test preparation purposes. It is designed to help our students get back on track and improve our graduation rate. It also prepares students for the algebra, biology and geometry end-of-course tests that are administered in the summer.

**How is data collected and analyzed to determine the effectiveness of this strategy?**
We have had between 80 and 100 students enrolled in our credit recovery program and between 70 and 80 students enrolled in our Summer Bridge test preparation program.

**Who is responsible for monitoring implementation of this strategy?**
Our Assistant Principal for Curriculum, Mrs. Lisa Sinatra, oversees this program.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

| Name | Title |
|---|---|
| Dr. Daniel Evans | Principal |
| Mr. Eric Zebley | Assistant Principal |
| Mrs. Lisa Sinatra | Assistant Principal |
| Dr. Mary Taylor | Assistant Principal |
| Mrs. Jennifer Duda | Literacy Coach |
| Mrs. Jeannie Wallace | Media Specialist |
| Mr. Billy Butcher | English Department Chair |
| Mrs. Teresa Zemaitis | Reading Department Chair |
| Mr. Carter Waterkeyn | Social Studies Teacher |
| Mr. Dorian Loeffler | Science Teacher |
| Mrs. Loretta Lamore | Science Department Chair |
| Mrs. Lynn Keiser | PE / Health Department Chair |
| Mrs. Elda Yee | World Languages Department Chair |

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**
The LLT meets monthly to discuss our literacy data and celebrations of literacy growth. It also functions as a way of learning new techniques related to literacy best practices and common core expectations.

**What will be the major initiatives of the LLT this year?**
Common Core implementation throughout the content areas.

**Every Teacher Contributes to Reading Instruction**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**
Our school trains continually on literacy. We have world-class literacy trainers on staff and the principal sets the expectations that all kids should be reading and writing every day. Our school's administrators walk through classrooms often and specifically look for literacy best practices. Our school's current emphasis on the Common Core standards has reinforced its focus and commitment to literacy in all classrooms.

**College and Career Readiness**
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

**How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**

**Expected Improvements**

<span style="color:red">This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</span>

## Area 1: Reading

### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 47% | | No | 52% |
| American Indian | | | | |
| Asian | 43% | | No | 49% |
| Black/African American | 33% | | No | 40% |
| Hispanic | 44% | | Yes | 50% |
| White | 50% | | No | 55% |
| English language learners | 32% | | No | 39% |
| Students with disabilities | 35% | | No | 42% |
| Economically disadvantaged | 44% | | No | 50% |

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | 38% | 45% |
| Students scoring at or above Achievement Level 4 | | | |

### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 65% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 60% | 70% |

### Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | | |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | 71% | 76% |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | | 60% | 65% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

## Area 3: Mathematics

### High School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 38% | | Yes | 45% |
| American Indian | | | | |
| Asian | 58% | | Yes | 63% |
| Black/African American | 38% | | No | 44% |
| Hispanic | 34% | | Yes | 41% |
| White | 38% | | Yes | 45% |
| English language learners | | | | |
| Students with disabilities | 40% | | No | 46% |
| Economically disadvantaged | 37% | | Yes | 43% |

### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

### Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | | 60% | 65% |
| Students in lowest 25% making learning gains (EOC) | | 60% | 65% |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | 57% | 67% |

### Algebra I End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

### Geometry End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## Area 4: Science

### High School Science

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

### Biology I End-of-Course (EOC) Assessment

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | | | |
| Participation in STEM-related experiences provided for students | | | |

### High Schools

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | | | |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | | | |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | | | |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

**Area 6: Career and Technical Education (CTE)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

**Area 8: Early Warning Systems**

**High School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | | | |
| Students with grade point average less than 2.0 | | | |
| Students who fail to progress on-time to tenth grade | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

**Graduation**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | | | |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | | | |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | | | |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | | | |

**Area 9: Parent Involvement**
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school**

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

**Area 10: Additional Targets**

**Description of additional targets**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

**Goals Summary**

**Goal #1:**
An increase in the number and percentage of students reading at or above proficiency.

**Goal #2:**
An increase in the number and percentage of students writing on grade level in terms of both academic and personal essay writing.

**Goal #3:**
An increase in the number and percentage of juniors and seniors who have taken the SAT, ACT and PERT tests more than once and scored "college ready."

**Goal #4:**
An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam.

**Goal #5:**
An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent.

**Goal #6:**
An increase in the number and percentage of students passing the Geometry EOC exam.

**Goal #7:**
An increase in the number of students scoring at or above achievement level 3 on the US History EOC.

**Goal #8:**
An increase in the number of students making a D or better in Biology and passing the Biology EOC.

**Goal #9:**
An increase in the number of student enrolled in a STEM / CTE course and the number of students passing a CTE exam.

**Goal #10:**
An increase in the number and percentage of parents obtaining Portal passwords and logging onto Portal.

**Goal #11:**
An increase in our school's attendance rate and a reduction in the number of students missing 20 or more days.

**Goal #12:**
An increase in our school's graduation rate and a decrease in the number of student pursuing GEDs / W26 codes.

**Goal #13:**
An decline in the achievement gap in reading, math and graduation rate between Caucasian and African American students and Caucasian and Hispanic students.

**Goals Detail**

| | |
|---|---|
| **Goal #1:** | **An increase in the number and percentage of students reading at or above proficiency.** |

| **Targets Supported** | • Reading |
|---|---|
| | • Reading - AMO's |
| | • Reading - FCAT2.0 |
| | • Reading - FAA |
| | • Reading - Learning Gains |
| | • Reading - CELLA |
| | • Reading - Postsecondary Readiness |
| **Resources Available to Support the Goal** | • Improved benchmark reading instruction in English, Social Studies, Science and Reading classrooms. Increased exposure to complex texts and complex tasks by all students in all subjects. Teacher training to accomplish this task. |
| | • Consistent, effective PLCs that lead to improved instruction with a literacy focus. |
| | • Consistent, effective walkthroughs of classrooms with feedback to teachers on literacy best practices. Training for teachers in support of this level of improvement. |
| | • A school-wide focus on real literacy, from high-interest complex texts to personal essay writing and other forms of expression. Regular celebrations of student success. |
| **Targeted Barriers to Achieving the Goal** | • The large numbers of struggling readers may be too many to manage. |
| | • The reality of the depth of reading struggles for some of our students. The notion that they may not reach proficiency in one year. |
| | • The language barriers experienced by a large number of our ESOL students. |
| | • The poor attendance of some of our students, along with their sense of failure due to their poor reading skills. |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Reading trend data (FAIR, etc.). Classroom trends, successes and struggles.

**Person or Persons Responsible:**
Dr. Daniel Evans, Principal -- Goal Manager Mrs. Jennifer Duda -- Literacy Coach Mrs. Teresa Zemaitis -- Reading Department Chair

**Target Dates or Schedule:**
Bi-weekly.

**Evidence of Completion:**
High student engagement in classroom. Attendance rate at 90-95%. Positive reading trend data.

| **Goal #2:** | **An increase in the number and percentage of students writing on grade level in terms of both academic and personal essay writing.** |
|---|---|
| **Targets Supported** | • Writing |
| **Resources Available to Support the Goal** | • Writing in all subjects areas that is both academic and personal in nature. Training of teachers in support of this task. |
| | • A consistent writing expectation and rubric to provide students with regular feedback on their writing. |
| | • An online portfolio for students to showcase their best writings and reflect on their growth. |

| **Targeted Barriers to Achieving the Goal** | • The difficulty of getting consistent use of the rubric by all teachers and use of the portfolio by all students. |
|---|---|

### Plan to Monitor Progress Toward the Goal

**Action:**
Review of data trends in writing. Review of student work to develop exemplars. Review of online student portfolio project.

**Person or Persons Responsible:**
Dr. Daniel Evans, Principal Mrs. Jennifer Duda, Literacy Coach Mr. Billy Butcher, English Department Chair

**Target Dates or Schedule:**
Bi-weekly.

**Evidence of Completion:**
Improved student writing scores on FCAT Writes test. Improved grades in English, Social Studies, Science. Greater involvement in our school's literacy showcases.

| **Goal #3:** | **An increase in the number and percentage of juniors and seniors who have taken the SAT, ACT and PERT tests more than once and scored "college ready."** |
|---|---|

| **Targets Supported** | • Reading - Postsecondary Readiness |
|---|---|
| | • Math - High School Postsecondary Readiness |

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

### Plan to Monitor Progress Toward the Goal

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| **Goal #4:** | **An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam.** |
|---|---|

| **Targets Supported** | • Algebra 1 EOC |
|---|---|

| **Resources Available to Support the Goal** | • The use of extended learning respurces will be used to provide the opportunity for students to improve proficiency throughout the school year.<br>• Technology tools will be used for students to improve proficiency outside the classroom. |
|---|---|
| **Targeted Barriers to Achieving the Goal** | • Students lack basic math skill necessary for mastering Algebra proficiency.<br>• Insufficient standards based instruction aligned to Common Core.<br>• Insufficient differentiation of instruction to address individual student needs. |

### Plan to Monitor Progress Toward the Goal

**Action:**
Collect data on student grades every six weeks. Analyze benchmark and assessment data.

**Person or Persons Responsible:**
Assistant Principal Instructional Coach

**Target Dates or Schedule:**
Each grading period.

**Evidence of Completion:**
A decrease in the percentage of students failing Algebra. An increase in the percentage of students performing proficient on Algebra EOC.

| **Goal #5:** | **An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent.** |
|---|---|
| **Targets Supported** | • Algebra 1 EOC<br>• EWS - High School<br>• Additional Targets |
| **Resources Available to Support the Goal** | • Textbook and Technology resources translated in multiple languages.<br>• Extended learning opportunities.<br>• Additional resources for differentiating instruction. |
| **Targeted Barriers to Achieving the Goal** | • Students lack engagment in Algebra class.<br>• Students lack basic math skills needed for Algebra proficiency.<br>• Instructional practices have insufficient differentiations of instruction. |

### Plan to Monitor Progress Toward the Goal

**Action:**
FCIM, Common Benchamark Assessments, and Algebra EOC

**Person or Persons Responsible:**
Assistant Principal and teachers.

**Target Dates or Schedule:**
Weekly, Quarterly, and at the end of the course.

**Evidence of Completion:**
Increases in student proficiency percentages within measured subgroups.

| Goal #6: | An increase in the number and percentage of students passing the Geometry EOC exam. |
|---|---|
| **Targets Supported** | • Geometry EOC |
| **Resources Available to Support the Goal** | • Performance Matters Common Assessments<br>• Technolgy tools<br>• Extended learning opportunities<br>• Learning Leadership Cadre Math Representative<br>• Instructional Coach<br>• District resources on pacing, alignment to common core standards, and lesson resources. |
| **Targeted Barriers to Achieving the Goal** | • Students lack engagment in Geometry lessons.<br>• Instruction provides insufficient differentiation of instruction to meet student individual needs.<br>• Student subgroups (by ethnicity) not making satisfactory progress in Geometry.<br>• Lessons have insufficient rigor and standards based instruction aligned to common core. |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Collect and analyze student data on benchmarks.

**Person or Persons Responsible:**
Teachers Assistant Principal

**Target Dates or Schedule:**
Weekly, Quarterly, and at State assessment window

**Evidence of Completion:**
Student proficiency percentages will increase on Geometry EOC.

| Goal #7: | An increase in the number of students scoring at or above achievement level 3 on the US History EOC. |
|---|---|
| **Targets Supported** | • U.S. History EOC |
| **Resources Available to Support the Goal** | • Professional Development will be offered through PLCs. Common planning time has been infused in the schedule. Tutoring is available after school and during lunch. Districtwide Professional Development. Teachers have access to benchmarks and high-yield instructional strategies. |
| **Targeted Barriers to Achieving the Goal** | • % of students reading at grade level. |

**Plan to Monitor Progress Toward the Goal**

**Action:**
Common benchmark assessments and US History EOC

**Person or Persons Responsible:**
Lisa Sinatra, Assistant Principal

**Target Dates or Schedule:**
Quarterly and at the end of course

**Evidence of Completion:**
Increases in student proficiency percentages within measured subgroups.

| Goal #8: | An increase in the number of students making a D or better in Biology and passing the Biology EOC. |
|---|---|
| Targets Supported | • Science - Biology 1 EOC |
| Resources Available to Support the Goal | • To pay Biology teachers for tutoring students in extended learning. |
| Targeted Barriers to Achieving the Goal | • The percentage of students reading at grade level. |

**Plan to Monitor Progress Toward the Goal**

**Action:**


**Person or Persons Responsible:**


**Target Dates or Schedule:**


**Evidence of Completion:**


| Goal #9: | An increase in the number of student enrolled in a STEM / CTE course and the number of students passing a CTE exam. |
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**Targets Supported** •
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- STEM - High School
- CTE
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**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #10:** | **An increase in the number and percentage of parents obtaining Portal passwords and logging onto Portal.** |

**Targets Supported** •
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- • Parental Involvement
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**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| Goal #11: | An increase in our school's attendance rate and a reduction in the number of students missing 20 or more days. |
|---|---|

**Targets Supported** • EWS - High School

**Resources Available to Support the Goal**
- Easy access to student data
- Attendance clerk
- VE Specialist
- Social Worker(s) and Psychologist
- Community Liaison
- Assistant Principals

**Targeted Barriers to Achieving the Goal**
- Lack of communication between parent and school about importance of attendance

**Plan to Monitor Progress Toward the Goal**

**Action:**
The bottom line will be the Average Daily Attendance (ADA) rates. The ADA will be monitored weekly and by showing steady increase in attendance or maintaining our attendance goal throughout the 1st semester

**Person or Persons Responsible:**
Attendance clerk and Child Study Rep

**Target Dates or Schedule:**
Every week

**Evidence of Completion:**
Excel spreadsheet of ADA for semester, broken down by month/grade level.

| Goal #12: | An increase in our school's graduation rate and a decrease in the number of student pursuing GEDs / W26 codes. |
|---|---|

**Targets Supported** • EWS - Graduation

| **Resources Available to Support the Goal** | • PBS plan of school-wide expectations.<br>• Graduation Enhancement Program<br>• Tutoring after school and during lunch<br>• Individual monitoring of students graduation requirements |
|---|---|
| **Targeted Barriers to Achieving the Goal** | • Attendance rate |

**Plan to Monitor Progress Toward the Goal**

**Action:**
% of students on track for graduation

**Person or Persons Responsible:**
Lisa Sinatra, Assistant Principal

**Target Dates or Schedule:**
End of Semester

**Evidence of Completion:**
Increase in number of graduates from previous year

| **Goal #13:** | **An decline in the achievement gap in reading, math and graduation rate between Caucasian and African American students and Caucasian and Hispanic students.** |
|---|---|
| **Targets Supported** | • Math - High School AMO's<br>• Additional Targets |
| **Resources Available to Support the Goal** | |
| **Targeted Barriers to Achieving the Goal** | |

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

**Action Plan for Improvement**

| | |
|---|---|
| **Goal #1:** | An increase in the number and percentage of students reading at or above proficiency. |
| **Barrier #1:** | The large numbers of struggling readers may be too many to manage. |
| **Strategy #1 to Overcome the Barrier** | Increase the number of teachers or associates who can help, tutor, mentor. Pull out ESE and ESOL population for additional supports. |

### Step #1 to Implement Strategy #1

**Action:**
Additional ESE and ESOL resources assigned to rooms.

**Person or Persons Responsible:**
Mrs. Sinatra and Mrs. Mucerino will assign these additional duties.

**Target Dates or Schedule:**
This will be completed by the 10th day of the school year and reviewed periodically for changes.

**Evidence of Completion:**
The total number of struggling readers are provided reading supports in a manageable setting.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

**Action:**
Periodic visits to classrooms. Review of progress monitoring data, ie. FAIR.

**Person or Persons Responsible:**
Dr. Evans, principal, and Mrs. Sinatra, assistant principal.

**Target Dates or Schedule:**
After each six weeks.

**Evidence of Completion**
Fewer students who are struggling / growth on progress monitoring assessments.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #2:** | An increase in the number and percentage of students writing on grade level in terms of both academic and personal essay writing. |
| **Barrier #2:** | The difficulty of getting consistent use of the rubric by all teachers and use of the portfolio by all students. |
| **Strategy #1 to Overcome the Barrier** | Continued support from our new literacy coach, Mrs. Duda. The addition of an online tool that may make things easier for students. Create sample portfolios for students to see what is expected. |

### Step #1 to Implement Strategy #1

**Action:**
Rubric re-introduced to staff. Sample portfolios created.

**Person or Persons Responsible:**
Dr. Evans, principal, and Mrs. Duda, literacy coach.

**Target Dates or Schedule:**
By the end of the first six weeks of school.

**Evidence of Completion:**
Samples available for teachers, students to review.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

**Action:**
Review progress with literacy coach and English teachers.

**Person or Persons Responsible:**
Dr. Evans, principal.

**Target Dates or Schedule:**
End of first six weeks.

**Evidence of Completion**
Students discussing their growth, excited about showing their best work via portfolio project.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #4:** | An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam. |
| **Barrier #1:** | Students lack basic math skill necessary for mastering Algebra proficiency. |
| **Strategy #1 to Overcome the Barrier** | Student mathematics achievement will increase when teachers consistently develop and implement lessons that promote a gradual release of responsibility consistently utilizing collaborative structures and checks for understanding to inform instruction during guided practice. |

### Step #1 to Implement Strategy #1

**Action:**
Collaboratively develop lessons that follow the gradual release of responsibility, include collaborative structures, and checks for understanding.

**Person or Persons Responsible:**
Algebra teachers.

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson plans will reflect these specific best practices.

### Step #2 to Implement Strategy #1

**Action:**
Model and provide side by side coaching as needed to teachers to implement lessons.

**Person or Persons Responsible:**
Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Meeting documentation reflect coaching practices and teacher reflections on coaching cycle.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

**Action:**
Complete walk thoughs and provide feedback on lessons after documenting observations of targeted lesson practices.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Walk through data will show trends of increased number of lessons demonstrating collaboration, checks for understanding and gradual release of responsibility.

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**
Assess students using performance matters common assessments.

**Person or Persons Responsible:**
Algebra Teachers

**Target Dates or Schedule:**
Quarterly

**Evidence of Completion:**
Student performance on benchmark assessments will show increase in proficiency.

| | |
|---|---|
| **Goal #4:** | An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam. |
| **Barrier #1:** | Students lack basic math skill necessary for mastering Algebra proficiency. |
| **Strategy #2 to Overcome the Barrier** | Differentiate instruction to meet individual student needs. |

**Step #1 to Implement Strategy #2**

**Action:**
Provide FCIM lessons and assessments, analyze student data, make instruction adjustments as needed.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Student proficiency percentage will increase.

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4**

**Action:**
Walk through and data analysis

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Trend data on walk throughs will reflect increased differentiated instruction and student data will reflect increased proficiency percentages.

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #4

**Action:**
Analyze student data on assessments. Analyze walk through observation trend data.

**Person or Persons Responsible:**
Teachers Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Increase in proficiency percentages. Increase in observed differentiation of instruction.

| | |
|---|---|
| **Goal #4:** | An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam. |
| **Barrier #2:** | Insufficient standards based instruction aligned to Common Core. |
| **Strategy #1 to Overcome the Barrier** | Professional development on aligning Algebra benchmarks to common core standards. |

### Step #1 to Implement Strategy #1

**Action:**
Provide training on aligning lessons to common core and model lesson implementation.

**Person or Persons Responsible:**
Learning Leadership Cadre Math Representative and Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Lesson plans will reflect alignment to common core instruction elements.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

**Action:**
Walk through data collection and feedback given on instruction alignment to common core.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Data trends will reflect increased observations of lessons aligned to common core standards,

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4**

**Action:**
Teachers will administer assessments and analyze data to guide differentiation in instruction to improve student performance.

**Person or Persons Responsible:**
Students Teachers

**Target Dates or Schedule:**
Quarterly and at State Assessment window.

**Evidence of Completion:**
Student performance on benchmark assessments and Algebra EOC an increased proficiency percentage.

Action Step(s) Missing for Goal #4, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #4**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion**

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #4**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

Action Step(s) Missing for Goal #4, Barrier #3, Strategy #1
Complete one or more action steps for this Strategy or de-select it

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion**

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #4:** | An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam. |
| **Barrier #3:** | Insufficient differentiation of instruction to address individual student needs. |
| **Strategy #2 to Overcome the Barrier** | Instructional coach will provide modeling of methods to differentiate instruction. |

### Step #1 to Implement Strategy #2 - PD Opportunity

**Action:**
Modeling and debriefing strategies for differentiating instruction.

**Person or Persons Responsible:**
Instuctional Coach Teachers

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Teachers provide differentiated instruction that improves student mastery of Algebra benchmarks.

**Facilitator:**
Instructional Coach: Kamara Cooper

**Participants:**
Instuctional Coach Teachers

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #4

**Action:**
Monitor and consult with instructional coach and teachers.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Meeting minutes reflect actions taken. Walk throughs dcument evidence fo teachers providing differentiated instruction.

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #4

**Action:**
Walk throughs collecting data on differentiation of instrucion. Benchmark assessments analyzed for increased proficiency on standards.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Quarterly assessment. Monthly classroom walkthrough.

**Evidence of Completion:**
Walk Through data document evidence of differentiated instruction. Student data will show improved proficiency on benchmarks.

<span style="color:red">Action Step(s) Missing for Goal #4, Barrier #3, Strategy #3
Complete one or more action steps for this Strategy or de-select it</span>

### Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #3 to Goal #4

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion**

### Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #3 to Goal #4

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

| | |
|---|---|
| **Goal #4:** | An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam. |
| **Barrier #3:** | Insufficient differentiation of instruction to address individual student needs. |
| **Strategy #4 to Overcome the Barrier** | Additional instructional resources will be used to provide individualized instruction. |

## Step #1 to Implement Strategy #4

**Action:**
Provide individualized additional resources to students to address areas needing improvement.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
Proficiency percentage on benchmarks will improve.

## Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #3 to Goal #4

**Action:**
Model and provide information on additional resources available to teachers and students.

**Person or Persons Responsible:**
Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Increased resources will be used by students and teachers.

## Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #3 to Goal #4

**Action:**
Assessments will be analyzed quarterly.

**Person or Persons Responsible:**
Teachers, Instructional Coach, Assistant Principal

**Target Dates or Schedule:**
Quarterly.

**Evidence of Completion:**
Student proficiency percentage will increase.

| | |
|---|---|
| **Goal #5:** | An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent. |
| **Barrier #1:** | Students lack engagment in Algebra class. |
| **Strategy #1 to Overcome the Barrier** | Lessons will include technology integration and collaborative structures to increase student engagement. |

### Step #1 to Implement Strategy #1

**Action:**
Develop lessons that include technology integration and collaborative structures.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson plans will reflect implementation of technology and collaborationl.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

**Action:**
Model, and observe lesson delivery. Provide feedback to teachers on lesson delivery and provide suggestions to improve lesson delivery.

**Person or Persons Responsible:**
Instructional Coach Assistant Prinicipal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Meeting notes will reflect feedback and walk through data will show increased trends in use of technology and collaborative structures in lessons.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

**Action:**
Collect data during walk throughs on student engagment.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
monthly

**Evidence of Completion:**
Student engagement trends will increase on walk through data collected.

| | |
|---|---|
| **Goal #5:** | An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent. |
| **Barrier #2:** | Students lack basic math skills needed for Algebra proficiency. |
| **Strategy #1 to Overcome the Barrier** | Deliver lessons and provide supplemental practice that scaffold basic skills within lessons aligned to common core and assessed Algebra benchmarks. |

### Step #1 to Implement Strategy #1

**Action:**
Deliver lessons using the gradual release of responsibility. Provide supplemental practice to address individual student needs.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson plans reflect the gradual release of responsibility model. Students complete supplemental practice during extended learning opportunities.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5

**Action:**
Walk through data collected on lesson deliver, practice provided, and differentiation. Feedback provided to teachers on observations.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Walk through trend data reflect increased lessons delivered with differentiation and use of gradual release of responsibility.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5

**Action:**
Provide FCIM, common benchmark assessments, and Algebra EOC. Analyze data to drive instruction differentiation

**Person or Persons Responsible:**
Teachers.

**Target Dates or Schedule:**
Weekly, quarterly, and at state assessment window,

**Evidence of Completion:**
Student proficiency percentage will increase on assessments.

| | |
|---|---|
| **Goal #5:** | An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent. |
| **Barrier #3:** | Instructional practices have insufficient differentiations of instruction. |
| **Strategy #1 to Overcome the Barrier** | Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs). |

### Step #1 to Implement Strategy #1

**Action:**
Develop and deliver lessons that scoffold skills needed by diverse student groups. Provide small group insruction to target individual student needs.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
Lesson plans reflect scaffolding, small group instruction, and identify students' individual needs.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #5

**Action:**
Collect sample lesson plans. Complete walk throughs and give feedback on instruction differentiation.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Lesson plans will reflect individual student needs. Walk through trend data will reflect an increase in small group lesson delivery and differentiated instruction.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #5

**Action:**
Assessment data will be analyzed using FCIM, common benchmark assessments, and Algebra EOC.

**Person or Persons Responsible:**
Teachers, Instructional Coach, Assistant Principal

**Target Dates or Schedule:**
Weekly, Quarterly,and State assessment window.

**Evidence of Completion:**
Student proficiency percentages will show increases,

| Goal #5: | An increase of all ethnic subgroups making learning gains by 5 percent and of those making proficiency by 10 percent. |
|---|---|
| Barrier #3: | Instructional practices have insufficient differentiations of instruction. |
| Strategy #2 to Overcome the Barrier | Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. |

### Step #1 to Implement Strategy #2

**Action:**
Implement rigorous lessons. Provide multiple checks for understanding. Provide multiple opportunities for students to demonstrate proficiency on benchmarks throughout lessons.

**Person or Persons Responsible:**
Teachers.

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson plans reflect rigor, checks for understanding, and multiple assessment strategies.

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #5

**Action:**
Model and provide coaching to teachers on multiple assessment strategies and rigor.

**Person or Persons Responsible:**
Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Meeting notes reflect feedback provided to teachers.

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #5

**Action:**
Walk throughs and feedback on rigor and assessment strategies.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Walk Through trend data reflect an increase in implementaion of rigorous lessons and multiple checks for understanding.

| | |
|---|---|
| **Goal #6:** | An increase in the number and percentage of students passing the Geometry EOC exam. |
| **Barrier #1:** | Students lack engagment in Geometry lessons. |
| **Strategy #1 to Overcome the Barrier** | Teachers will implement lessons that include technology integration and collaborative structures. |

## Step #1 to Implement Strategy #1

**Action:**
Implement rigorous lessons with technology integration and collabortive structures.

**Person or Persons Responsible:**
Teachers Instructional Coach

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
Lesson plans reflect use of collaboration and technology by students.

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

**Action:**
Side by Side coaching and modeling of lessons with collaborative structures and technology integration.

**Person or Persons Responsible:**
Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Meeting minutes and teacher reflections of lessons indicate collaborative structures and technoology integration. Student responses and engagement monitored by teachers during modeling and coaching.l

## Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

**Action:**
Walk through specifically targeting student engagement.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Walk through data reflects trends of increased student engagment and use of collaboratives structures and technoogy in observed lessons.

| | |
|---|---|
| **Goal #6:** | An increase in the number and percentage of students passing the Geometry EOC exam. |
| **Barrier #2:** | Instruction provides insufficient differentiation of instruction to meet student individual needs. |
| **Strategy #1 to Overcome the Barrier** | Provide regular formative assessments to drive instruction differentiation. |

### Step #1 to Implement Strategy #1

**Action:**
FCIM assessment and regular benchmark assessments. Teachers track students' scores and provide small group and individualized lessons.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Students track their progress on course benchmarks.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #6

**Action:**
Lesson plans include assessments. Professional Learning Community track and analyze data from common assessments. Professional Learning Community develop lessons in response to student performance on assessments.

**Person or Persons Responsible:**
Assistant Principal Teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Studen data trends reflect an increase in proficiency percentages.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6

**Action:**
Analyze course data using common assessments. Walk Throughs to monitor the implementation of individualized instruction differentiation.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Student data trends reflect increased proficiency percentages and walk through data reflect trends of increased differentiation of instruction use.

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|---|---|
| **Goal #6:** | An increase in the number and percentage of students passing the Geometry EOC exam. |
| **Barrier #3:** | Student subgroups (by ethnicity) not making satisfactory progress in Geometry. |
| **Strategy #1 to Overcome the Barrier** | Formative assessment data analyzed to by ethnicity and Professional Learning Communities collaboratively develop lessons to differentiate instruction to meet student interests and individual needs. |

### Step #1 to Implement Strategy #1

**Action:**
Collaborate to analyze student data and develop lessons to address individual student needs.

**Person or Persons Responsible:**
Teachers in Geometry PLC

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson plans reflect instruction differentiation.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #6

**Action:**
Side by side coaching Modeling lessons with differentiation strategies. Providing additional resources and activities for instruction differentiation.

**Person or Persons Responsible:**
Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Meeting minutes and teacher reflections indicate the implementation of differentiation strategies.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #6

**Action:**
Walk throughs and visits to PLC meetings to specifically focus on data analysis and instruction differentiation.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Walk through data reflect trends of increased use of instruction differentiation in observed lessons and increased student proficiency percentages on assessments.

| | |
|---|---|
| **Goal #6:** | An increase in the number and percentage of students passing the Geometry EOC exam. |
| **Barrier #4:** | Lessons have insufficient rigor and standards based instruction aligned to common core. |
| **Strategy #1 to Overcome the Barrier** | Learning Leadership Cadre representative will provide professional development on lesson planning and implementation of lessons aligned to common core and increasing rigor. |

### Step #1 to Implement Strategy #1 - PD Opportunity

**Action:**
Provide professional development opportunities. Provide coaching and modeling of lesson with increased rigor and alignment to common core standards.

**Person or Persons Responsible:**
Learning leadership cadre representative Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Lesson plans will reflect lessons with increased rigor and alignment to common core standards.

**Facilitator:**
Kamara Cooper Tiffany Noser

**Participants:**
Learning leadership cadre representative Instructional Coach

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #6

**Action:**
Walk through and provide feedback specifically on rigor and lesson alignment to the common core standards.

**Person or Persons Responsible:**
Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Walk through trend data will reflect evidence of rigorous lessons.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #6

**Action:**
Analyze student performance data on FCIM, common benchmark assessments, and Geometry EOC.

**Person or Persons Responsible:**
Teachers Instructional Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Students will increase proficiency percentages on Geometry benchmarks.

| **Goal #7:** | An increase in the number of students scoring at or above achievement level 3 on the US History EOC. |
|---|---|
| **Barrier #1:** | % of students reading at grade level. |
| **Strategy #1 to Overcome the Barrier** | Teachers will expose students to reading and analyzing complex texts and will have them respond to higher-order questions and tasks related to the text. |

### Step #1 to Implement Strategy #1

**Action:**
Teachers will include DBQs as a part of weekly lesson plans.

**Person or Persons Responsible:**
US History Teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson plans will include DBQs

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

**Action:**
Model, and observe DBQ lesson delivery. Provide feedback to teachers on DBQ lesson delivery and provide suggestions to improve DBQ lesson delivery.

**Person or Persons Responsible:**
Lisa Sinatra, Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Meeting notes will reflect feedback and walk through data will show increased trends in use of DBQs.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

**Action:**
Collect data during walk throughs on DBQ Lessons in lesson plans.

**Person or Persons Responsible:**
Lisa Sinatra, Assistant Principal

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
DBQ use trends will increase on walk through data collected.

| Goal #11: | An increase in our school's attendance rate and a reduction in the number of students missing 20 or more days. |
| Barrier #3: | Lack of communication between parent and school about importance of attendance |
| Strategy #4 to Overcome the Barrier | Develop a systematic process for improving attendance |

## Step #1 to Implement Strategy #4

**Action:**
1. Create list of students that have 5 or more unexcused absences in a 6 weeks. 2. A meeting occurs between the assistant principal, the parent and student. The Dixie Hollins Attendance Compact and Student Interview are completed. The parent is given a copy of attendance policies and procedures, including notice that the student is ineligible to participate in extracurricular activities for the remainder of the six weeks and the following six weeks. If significant improvements are made, the family may petition the principal to participate sooner. 3. The meeting is documented in the Focus parent log.

**Person or Persons Responsible:**
1. Attendance clerk 2. Assistant principal 3. Assistant principal

**Target Dates or Schedule:**
1. Begins 10-1-13, and continues throughout the school year during the 1st and 4th week of the grading periods. 2. As needed during the 1st and 2nd weeks of each grading period. 3. As needed after each parent conference.

**Evidence of Completion:**
1. Reports given to assistant principals. 2. Signed "Attendance Compacts." 3. Entries in Focus parent logs.

## Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #3 to Goal #11

**Action:**
The Child Study Team members will report out on which students have been identified, contacted, met with, and interviewed at the close of each 6 weeks. Then in the following weekly CST meetings, members will report out improvements, or lack of improvements. The evidence will be the completed Dixie Hollins Attendance Compacts and the parent log entries in Focus by the attendance clerk and assistant principals.

**Person or Persons Responsible:**
Child Study Team, attendance clerk, and assistant principals.

**Target Dates or Schedule:**
•Run a new list each 6 weeks. •Follow up weekly to mark improvement or lack of improvement.

**Evidence of Completion**
The evidence will be the completed Dixie Hollins Attendance Compacts and the parent log entries.

## Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #3 to Goal #11

**Action:**
The assistant principals will conduct attendance meetings with parents each 6 weeks. If the students improve their attendance during a following 6 weeks, the assistant principal will no longer need to meet with the student and the parent and the strategy is deemed effective.

**Person or Persons Responsible:**
Assistant principals

**Target Dates or Schedule:**
•Each 6 Weeks, beginning the week of 10-1-13

**Evidence of Completion:**
•Signed Dixie Hollins Attendance Compact •Parent log updates •Attendance records

| | |
|---|---|
| **Goal #12:** | An increase in our school's graduation rate and a decrease in the number of student pursuing GEDs / W26 codes. |
| **Barrier #1:** | Attendance rate |
| **Strategy #2 to Overcome the Barrier** | Develop attendance expectations for extracurricular activities |

## Step #1 to Implement Strategy #2

**Action:**
Develop attendance policy for participation in extracurricular activities

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
Beginning of school year

**Evidence of Completion:**
Attendance policy completed and shared with faculty and students

## Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #12

**Action:**
Percentage of students attending activity and attendance rate

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
At the time of all extracurricular activites that have attendance tied to participation (Homecoming dance, Prom, Grad Bash, etc.)

**Evidence of Completion**
Increased attendance rate compared to previous school year

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #12**

**Action:**
Attendance rate

**Person or Persons Responsible:**
Administration Attendance Clerk

**Target Dates or Schedule:**
Every grading period

**Evidence of Completion:**
Increased attendance compared to previous school year

**Coordination and Integration**
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

Title I, Part A

Our school is a Title 1 school but has not been granted Title 1 monies in 2013-2014. Other grant monies provided to Dixie will be used to support our MTSS / RTI processes and Tier 3 interventions. We also will use our grant monies for funding our extended learning opportunities.

Title X- Homeless

Students who are identified as homeless are given the same services as any other students that are housed. The homeless team, HEAT, has provided training to our guidance counselors, food service managers and data management technicians to ensure that accurate identification and services are provided to our identified students.

Our services include, but are not limited to: coordination of National School Lunch program, school supplies and book bags, tutoring, referrals to community organizations that provide services to families/children (e.g. clothing, food, shelters, medical/dental, housing, and financial aid). Also, to support your school goals for increased parent and school involvement we have resources to assist parents (and students) with bus passes and gas cards to improve parent attendance at PTA, SAC, and PSTA, teacher conferences etc. If a student is designated as "homeless" any time during the school they are eligible for H.E.A.T. services for the entire school year.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

**Professional development opportunities identified in the SIP as action steps to achieve the school's goals:**

**Goal #4:** An increase in the number and percentage of students getting a D or better in Algebra 1 and passing the Algebra EOC exam.

**Barrier #3:** Insufficient differentiation of instruction to address individual student needs.

**Strategy #2:** Instructional coach will provide modeling of methods to differentiate instruction.

**Action Step #1:** Modeling and debriefing strategies for differentiating instruction.

**Facilitator leader**
Instructional Coach: Kamara Cooper

**Participants**
Instuctional Coach Teachers

**Target dates or schedule**
Monthly

**Evidence of Completion and Person Responsible for Monitoring**
Teachers provide differentiated instruction that improves student mastery of Algebra benchmarks.
(Person Responsible: Instuctional Coach
Teachers)

**Goal #6:** An increase in the number and percentage of students passing the Geometry EOC exam.

**Barrier #4:** Lessons have insufficient rigor and standards based instruction aligned to common core.

**Strategy #1:** Learning Leadership Cadre representative will provide professional development on lesson planning and implementation of lessons aligned to common core and increasing rigor.

**Action Step #1:** Provide professional development opportunities. Provide coaching and modeling of lesson with increased rigor and alignment to common core standards.

**Facilitator leader**
Kamara Cooper Tiffany Noser

**Participants**
Learning leadership cadre representative Instructional Coach

**Target dates or schedule**
Monthly

**Evidence of Completion and Person Responsible for Monitoring**
Lesson plans will reflect lessons with increased rigor and alignment to common core standards.
(Person Responsible: Learning leadership cadre representative
Instructional Coach)

**Appendix 2: Budget to Support School Improvement Goals**

**Budget Detail**