

Pinellas County Schools

# Dunedin Highland Middle School



2021-22 Schoolwide Improvement Plan

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# Dunedin Highland Middle School

70 PATRICIA AVE, Dunedin, FL 34698

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

## Demographics

Principal: Michael Vasallo

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Pacific Islander Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Amato, Sherri	Teacher, ESE	
Barron, Sarah	Teacher, ESE	
Bergstrom, Teresa	Teacher, K-12	
Dolan, Diana	Assistant Principal	
Emry, Michelle	Teacher, K-12	
Flannery, Kelly	Instructional Coach	
Knight, Alyssa	Teacher, K-12	
Litten, Margaret	ELL Compliance Specialist	
Renfroe, Tobias	Teacher, K-12	
Vasallo, Michael	Principal	
Vaughan, Laura	Teacher, K-12	
Williams, Douglas	Teacher, K-12	
Russell, Justin	Teacher, K-12	
Bernal, Joanna	Assistant Principal	

### Demographic Information

#### Principal start date

Saturday 7/1/2017, Michael Vasallo

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

4

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

8

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

53

**Total number of students enrolled at the school**

1,060

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

6

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

3

**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	372	368	315	0	0	0	0	1055
Attendance below 90 percent	0	0	0	0	0	0	110	90	73	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	10	19	15	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	2	30	38	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	16	34	31	0	0	0	0	81
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	67	60	0	0	0	0	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	64	59	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	19	9	5	0	0	0	0	33

**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	4	12	9	0	0	0	0	25

**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	6	7	5	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	2	7	0	0	0	0	10

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

Thursday 6/24/2021

**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	371	362	320	0	0	0	0	1053
Attendance below 90 percent	0	0	0	0	0	0	93	37	47	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	49	50	3	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	28	34	23	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	23	22	9	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	74	68	0	0	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	50	81	70	0	0	0	0	201

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

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

**The number of students identified as retainees:**

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

**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	371	362	320	0	0	0	0	1053
Attendance below 90 percent	0	0	0	0	0	0	93	37	47	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	49	50	3	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	28	34	23	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	23	22	9	0	0	0	0	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	57	74	68	0	0	0	0	199
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	50	81	70	0	0	0	0	201

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

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

**The number of students identified as retainees:**

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

**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	53%			52%	52%	54%	49%	50%	53%
ELA Learning Gains	50%			54%	55%	54%	51%	50%	54%
ELA Lowest 25th Percentile	29%			34%	47%	47%	35%	42%	47%
Math Achievement	52%			55%	55%	58%	52%	54%	58%
Math Learning Gains	47%			54%	52%	57%	54%	54%	57%
Math Lowest 25th Percentile	33%			29%	46%	51%	32%	48%	51%
Science Achievement	47%			48%	51%	51%	44%	52%	52%
Social Studies Achievement	57%			60%	68%	72%	62%	65%	72%

**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
06	2021					
	2019	53%	51%	2%	54%	-1%
Cohort Comparison						
07	2021					
	2019	49%	51%	-2%	52%	-3%
Cohort Comparison		-53%				
08	2021					
	2019	51%	55%	-4%	56%	-5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	41%	44%	-3%	55%	-14%
Cohort Comparison						
07	2021					
	2019	60%	60%	0%	54%	6%
Cohort Comparison		-41%				
08	2021					
	2019	16%	31%	-15%	46%	-30%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	45%	51%	-6%	48%	-3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	68%	-9%	71%	-12%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	55%	39%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tools used to compile our student achievement data for the 2020-2021 school year comes from district developed Fall and Winter cycle assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	52%	
	Economically Disadvantaged	22%	35%	
	Students With Disabilities	7%	19%	
	English Language Learners	10%	16%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70%	73%	
	Economically Disadvantaged	62%	64%	
	Students With Disabilities	43%	45%	
	English Language Learners	34%	59%	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	37%	
	Economically Disadvantaged	19%	24%	
	Students With Disabilities	3%	6%	
	English Language Learners	9%	16%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69%	73%	
	Economically Disadvantaged	53%	59%	
	Students With Disabilities	28%	45%	
	English Language Learners	49%	54%	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	86%	87%	93%
	Economically Disadvantaged	81%	71%	84%
	Students With Disabilities	40%	33%	100%
	English Language Learners	84%	71%	71%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52%	78%	
	Economically Disadvantaged	33%	67%	
	Students With Disabilities	12%	39%	
	English Language Learners	19%	55%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	88%	76%	
	Economically Disadvantaged	73%	57%	
	Students With Disabilities	79%	47%	
	English Language Learners	70%	63%	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	77%	78%	
	Economically Disadvantaged	64%	69%	
	Students With Disabilities	66%	67%	
	English Language Learners	43%	47%	

**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	20	31	29	29	38	30	38	28			
ELL	26	39	31	32	36	40	20	49	67		
ASN	87	76		89	68		74	90	100		
BLK	25	28	17	18	31	30	20	29	29		
HSP	36	42	29	38	39	35	32	47	73		
MUL	58	51	40	60	63		42	59	100		
PAC	53	69		57	54						
WHT	71	60	48	72	56	32	69	74	81		
FRL	34	40	30	30	32	28	23	40	56		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	53	44	32	46	37	35	26			

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
ELL	24	48	40	32	33	27	12	28	62		
ASN	83	77		93	76		79	80	97		
BLK	20	34	25	24	37	20	15	25	71		
HSP	35	45	42	43	44	31	28	51	84		
MUL	52	52	29	45	42	25	43	40	88		
PAC	27	27		36	45						
WHT	73	66	38	74	67	45	72	86	89		
FRL	33	44	35	36	41	28	28	45	71		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	35	26	27	44	34	19	46			
ELL	13	42	52	21	41	37	11	39			
ASN	82	61		92	84		92	96	93		
BLK	17	32	29	18	29	26	12	31	71		
HSP	33	47	45	38	46	36	33	48	93		
MUL	38	43	38	34	34	33	27	57			
PAC	14	55		27	46						
WHT	71	61	23	73	69	36	61	77	88		
FRL	29	40	35	32	41	30	25	44	76		

### 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)	[not available]
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	58
Pacific Islander Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Our ESSA subgroups show mild improvement, particularly our ELL & Economically Disadvantaged Students. Gaps still remain for our ESE and Black subgroups. ELA achievement shows improvement, however still has much more room for growth. 7th grade is our grade level with the lowest achievement, however 8th grade made great growth this year, particularly in ELA. 8th grade did see an overall drop in Achievement between Fall and Spring.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our areas of greatest need are our 7th grade students (moving to 8th grade in 2021-2022), ELA, ESE, and our Black students

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The transition to online learning created new gaps in student knowledge and achievement. While progress was made in the areas of ELA, ESE, and Black student achievement, there is a lot of room for growth. Continuing work on Equitable and Culturally relevant practices with staff and focus on standards based instruction with more formative assessment to allow for re-teaching and differentiating gaps in standards will be our focus.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th grade ELA was an area of great growth, along with growth in Science achievement were highlights of our data along with accelerated coursework.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Professional Development and implementation of equitable and culturally relevant can be attributed to the growth in these areas, along with focus on standards based instruction and support of our

Literacy Instructional staff developer for ELA teachers and Science teachers were some of the strongest contributing factors.

### **What strategies will need to be implemented in order to accelerate learning?**

Greater access to advanced coursework with support of the AVID elective for students who are ready to accelerate. Focus on literacy strategies across all core instructional areas will support student learning. Standards based instruction with a focus on differentiation to extend and enrich learning. Also access to one-to-one devices to extend learning beyond the school day.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional learning, PLCs focused on standards based instruction and literacy, Differentiation training and support from instructional coaches, Model classrooms and Master Teachers to allow sharing of best practices and improved teacher practice schoolwide.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Areas of focus will be monitored by SBLT and PLC leaders team having collaborative discussion concerning lesson planning, analyzing data, and examining student work. Teachers will provide engaging, standard-based, lessons and give corrective feedback as they facilitate the lessons, then PDSA and conference with students on their performance in summative and formative assessments. Department chairs and instructional coaches will monitor by observing lessons, supporting teachers, co-teaching, modeling, and planning with the team to provide standard-based lessons taught with fidelity. Instructional coaches and administrators will also monitor walkthrough data, cycle assessments, adaptive progress monitoring, iReady data, and IXL data in PLCs. Administrators will use walkthrough data to give positive and corrective feedback so that teachers will continue to use best practices, implement standard-based lessons with fidelity, and use cultural relevant teaching.

## **Part III: Planning for Improvement**

### **Areas of Focus:**



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

<b>Area of Focus Description and Rationale:</b>	<p>Our most current level of performance is that 29% of our L25 students are making learning gains, as evidenced in the 2021 FSA ELA Reading and Writing Assessments. We expect our performance level to be 45% of our L25 Reading students making learning gains on the 2022 FSA Reading.</p> <p>Our current level of performance is that 53% of our students are reaching proficiency in ELA, as evidenced in the 2021 ELA FSA. We expect our performance level to be 57% by FSA 2022.</p> <p>Our area of focus will be increasing the academic performance of underperforming sub groups to be in line with their peers by using standard-based intervention lessons that are culturally responsive and student centered.</p>
<b>Measureable Outcome:</b>	<p>The percentage of all students who are L25 making learning gains in ELA will increase from 29% to 45%, as measured by FSA. The percentage of all students who are making learning gains in ELA will increase from 53% to 57%, as measured by FSA.</p>
<b>Monitoring:</b>	<p>This area of focus will be monitored by ELA team having collaborative discussion concerning lesson planning, analyzing data, and examining student work. Teachers will provide engaging, standard-based, lessons and give corrective feedback as they facilitate the lessons, then PDSA and conference with students on their performance in summative and formative assessments. Department chair and literacy coach will monitor by observing lessons, supporting teachers, co-teaching, modeling, and planning with the team to provide standard-based lessons taught with fidelity. Literacy coach and assistant principal will also monitor walkthrough data, cycle assessments, adaptive progress monitoring and iReady data in PLCs. Assistant principal will use walkthrough data to give positive and corrective feedback so that teachers will continue to use best practices, implement standard-based lessons with fidelity, and use cultural relevant teaching.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Jenieff Watson (watsonje@pcsb.org)</p>
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</li> <li>2. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student.</li> <li>3. DHMS teachers will infuse culturally responsive lessons and strategies routinely in planning and teaching.</li> <li>4. DHMS teachers will use Core Connections and AVID strategies when planning for instruction.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<p>Due to the number of students not making learning gains (review of FSA 2021 data), and students not working to full potential, teachers must focus lessons on critical standards-based content (1), and use data-informed, culturally responsive lessons and strategies to increase student learning and learning gains.</p>

**Action Steps to Implement**

ELA/Reading teachers will implement grade-specific exemplar lessons aligned to the LAFS/B.E.S.T. and include tasks designed to FSA test item specification/B.E.S.T. They will use the clarifications specification and additional online resources.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

ELA/Reading teachers will attend and participate in regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and assessments and plan for instruction based on data.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Administrators will monitor teachers' practice and provide feedback to support teachers' growth. Administrators will conduct walkthroughs for evidence of reading informational/narrative texts in content classrooms. Administrator will visit classroom(s) and provide feedback to teacher(s).

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

ELA/Reading teachers will implement grade-specific exemplar lessons, culturally responsive LAFS/B.E.S.T.-aligned lessons, plan and execute rigorous standard-based lessons so that students will read multiple texts and respond by writing paragraphs and essays, discussing topics to answer questions using research-based strategies, including tasks designed to FSA test item specifications

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Teachers will use Culturally Responsive strategies for close reading. They will use equitable practices to communicate high expectations, use multiple means of action and expression, and use of texts from student-generated topics of interest.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Teachers will monitor and provide timely and specific feedback to students to support learning.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

ELA teachers will attend required Core Connections Training to plan for instruction based on student data.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Literacy coach/staff developers, and administrator will collaborate to determine next steps. Literacy coaches and staff developers are available in English/language arts and reading classes for the purpose of implementing best practices, co-teaching or modeling culturally relevant lessons inspired by the LAFS/B.E.S.T. and differentiate instruction for students based on data.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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

**Area of Focus Description and Rationale:** It is imperative that part of our focus be on these lowest achieving students as they are most in need of direct intervention in order to reach proficiency and find success. Our level of performance for 2021 showed 33% of our L25 students made learning gains in Math as evidenced in Math FSA. We expect our performance level to be 40% by FSA 2022. Increasing the overall percent of students achieving proficiency means ensuring even more students are in possession of the skills they need for their next math course and beyond. Our current level of performance for 2018-2019 showed 52% of our students reached proficiency in Math as evidenced in Math FSA. We expect our performance level to be 60% by FSA 2022.

**Measureable Outcome:** The percent of L25 students who are making learning gains in Math will increase from 33% to 40%, as measured by FSA. The percent of all students who are making learning gains in Math will increase from 52% to 60%, as measured by FSA.

**Monitoring:** At least monthly, PLC's will focus on analyzing data to determine areas of need and plan for remediation and/or data chats with students. Administrative walkthroughs will be conducted weekly and will provide targeted feedback to teachers on the alignment between discussions at PLC and practices witnessed in the classroom. Student performance on end of unit and cycle assessment tests in Performance Matters will be analyzed by teachers and administration to determine student progress towards the above goals as well as areas in need of additional opportunities for learning and students in need of more targeted supports.

**Person responsible for monitoring outcome:** Diana Dolan (doland@pcsb.org)

**Evidence-based Strategy:** 1. Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student. 2. Support staff and students to utilize data and implement specific action plans to address remediation needs.

**Rationale for Evidence-based Strategy:** L25 and subgroup data suggests a need to further differentiate instruction to meet the needs of all learners in the math classroom. By focusing implementing lessons at the appropriate level of rigor for the standards while scaffolding and differentiating instruction along with using data to drive instruction and remediation, we will better be able to meet the needs of all our learners.

**Action Steps to Implement**

(AS1.S1) Conduct regular, twice-monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for scaffolded instructional lessons.

**Person Responsible** Justin Russell (russellju@pcsb.org)

(AS2.S2) Administration will support teachers as they engage in purposeful, standards-based planning to meet the needs of all students and common planning practices to organize students to interact with content in manners that differentiates/scaffolds instruction to meet the needs of each student by attending PLC's and monitoring classroom environments

**Person Responsible** Diana Dolan (doland@pcsb.org)

(AS3.S2) Teachers will work within their classes to conduct regular data chats with students both so students are familiar with their personal data and so teachers can work with students to create action plans specific to their individual needs.

**Person Responsible** Diana Dolan (doland@pcsb.org)

(AS4.S1) Teachers will use programs such as IXL to give students opportunities to receive differentiated supports for both current instructional standards as well as those in which each students demonstrate a need for additional support.

**Person Responsible** [no one identified]

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

**Area of Focus Description and Rationale:** Our current level of performance is 47% of our 8th grade students are proficient, as evidenced in SSA 2021. According to the end of year exams, 35% of students taking Sci 1 Adv demonstrated proficiency while 61% of those in Sci 1 Acc demonstrated proficiency, 36% of those in Sci 2 Adv and 73% of those in Sci 2 Acc demonstrated proficiency. We expect our performance level to be 53% by SSA 2022. For end of year exams, our expected proficiency ratings are 45% of those in Sci 1 Adv, 70% of those in Sci 1 Acc, 45% of those in Sci 2 Adv, and 80% of those in Sci 2 Acc. The data demonstrates a large discrepancy in the proficiency levels of various subgroups within the school. By examining data and differentiating instruction, we expect to be able to reach a higher percentage of our students on the cusp of proficiency. Further, our data suggests a correlation between science achievement and ELA proficiency, demonstrating a need to focus on reading in the science content area to promote an increase in science achievement

**Measureable Outcome:** The percent of all students reaching level 3 or higher on Science SSA will increase from 47% to 53%, as measured by SSA 2022. For end of year exams, our expected proficiency ratings are 45% of those in Sci 1 Adv, 70% of those in Sci 1 Acc, 45% of those in Sci 2 Adv, and 80% of those in Sci 2 Acc.

**Monitoring:** At least monthly, PLC's will focus on how to incorporate frames into science lessons such that students are better able to process the science content, especially as related to reading on-grade level science texts. The PLC will also include student work analysis to determine alignment with SGPD goals as well as time spent analyzing unit and cycle assessment data for the purposes of differentiation and remediation. Administrative walkthroughs will be conducted weekly and will provide targeted feedback to teachers on the alignment between discussions at PLC and practices witnessed in the classroom.

**Person responsible for monitoring outcome:** Diana Dolan (doland@pcsb.org)

**Evidence-based Strategy:**

1. Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.
2. Teachers implement framing strategies in science to engage in reading and analyzing complex text as well as engage students with the use of frames to help ensure they are able to process the texts they are given.

**Rationale for Evidence-based Strategy:** L25 data and subgroup data suggests a need to further differentiate instruction to meet the needs of all learners in the science classroom. By implementing lessons that include opportunities to engage in text-dependent tasks while scaffolding and differentiating instruction along with the use of the frames to help guide students' ability to process content, we will better be able to meet the needs of all our learners.

**Action Steps to Implement**

(AS1.S2) Teachers will engage in sustained professional development through the State Professional Development Grant beginning in July 2021 focused on creating frames for lessons and units to allow students to gain a clearer understanding of what they are to learn and how to process the given information. Ongoing sessions throughout the year will allow teachers to reflect on and improve their practice around the use of the frames.

**Person Responsible** Michelle Emry (emrym@pcsb.org)

(AS2.S1) Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessments and Performance Matters unit assessments, then use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

**Person Responsible** Diana Dolan (doland@pcsb.org)

(AS3.S2) Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

**Person Responsible** Michelle Emry (emrym@pcsb.org)

(AS4.S1/2) Administration will walkthrough classrooms and provide feedback both in iObservation and discuss trends at content PLC's.

**Person Responsible** [no one identified]

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

**Area of Focus Description and Rationale:** Our current level of student performance, as evidenced by the 2021 Civics EOC, demonstrated 57% of our students reached a proficiency level of 3 or higher. We expect our performance level to be 68% as evidenced by the 2022 Civics EOC. The data demonstrates a discrepancy among subgroups scoring proficient. Through the examination of data and differentiation of instruction, we expect to increase the percentage of our students scoring proficient.

**Measureable Outcome:** The percent of students scoring proficiently (level 3 or higher) will increase from 57% to 68% as evidenced by the 2022 Civics EOC.

**Monitoring:** Assistant Principal, Department Chair, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Joanna Bernal (bernalj@pcsb.org)

**Evidence-based Strategy:**

1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
2. Strengthen teacher's ability to engage students in complex tasks that align with learning targets.
3. Social Studies teachers will utilize data to differentiate and scaffold instruction to increase student performance and meet the needs of each student.
4. All Social Studies teachers, to include World History, US History and Pre- AP, will be accountable for increasing Reading FSA achievement levels.

**Rationale for Evidence-based Strategy:** Civics EOC data suggest, planning lessons with purposeful alignment of task or assignment to target/standard, appropriate levels of instructional rigor would occur and therefore, the needs of all learners would be met and proficiency scores would increase on the Civics EOC. Furthermore, L25 data and subgroup data suggests a need to further differentiate instruction to meet the needs of all learners in the Social Studies classroom.

**Action Steps to Implement**

Plan and implement knowledge checks and subsequently use the data to gauge student mastery and plan further instruction.

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

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

**Person Responsible** Teresa Bergstrom (bergstromt@pcsb.org)

Utilize supplemental resources and integrate BEST standards for Literacy to social studies content via Document Based Questions (DBQs) project materials. Following the DBQ method through the writing stage (3 before FSA).

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

Include AVID strategies daily to support student achievement at all levels.

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) to review reading data, literacy strategies and best practices to improve Reading FSA data.

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

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

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

Teachers regularly engage in PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards.

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)



**#5. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:** Our current level of performance is 25% of black students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 30%.

**Measureable Outcome:** The percentage of black students reaching proficiency on FSA ELA will increase by 5 %.

**Monitoring:** Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Jenieff Watson (watsonje@pcsb.org)

**Evidence-based Strategy:** Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.

**Rationale for Evidence-based Strategy:** Black students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the level of core instruction would more consistently reach the appropriate level of rigor, black student proficiency on the FSA ELA would increase.

**Action Steps to Implement**

Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Support the implementation of reading programs– including the use of grade-appropriate, culturally relevant complex texts in reading classes, typically during small group instruction.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

**#6. ESSA Subgroup specifically relating to Pacific Islander**

**Area of Focus Description and Rationale:** Our current level of performance is 53% of Pacific Islander students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 55%.

**Measureable Outcome:** The percentage of Pacific Islander students performing at level 3 or higher will increase from 27% to 32% as measured by FSA assessments.

**Monitoring:** Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Michael Vasallo (vasallom@pcsb.org)

**Evidence-based Strategy:** Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.

**Rationale for Evidence-based Strategy:** Pacific Islander students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the use of culturally responsive teaching strategies would more consistently reach the appropriate level of rigor, Pacific Islander student proficiency on the FSA ELA would increase.

**Action Steps to Implement**

Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest.

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

Support the implementation of reading programs– including the use of grade-appropriate, culturally relevant complex texts in reading classes, typically during small group instruction.

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

Provide parent events in various formats (virtual, face to face, and at the Greenwood Rec Center) to increase access and opportunities for Pacific Islander Families to access information relevant to their student's education.

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

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

**Area of Focus Description and Rationale:** Our current level of performance shows that 26% of ELL students perform at proficiency level as evidenced in ESSA data. We expect our performance level to be at 30% by spring 2022.

**Measureable Outcome:** The percentage of ELL students performing at level 3 or higher on FSA ELA will increase from 26% to 30% in Spring 2022.

**Monitoring:** Assistant Principal, ELL Teacher, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Margaret Litten (littenm@pcsb.org)

**Evidence-based Strategy:** Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels, and length of time in U.S. Schools to ensure academic success of each EL student in their class.

**Rationale for Evidence-based Strategy:** As our ELL population grows, DHMS will make it top priority to provide learning opportunities for teachers and staff to implement effective instruction that engage ELL learners to advance learning and language development across all content areas.

**Action Steps to Implement**

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

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Utilize specific strategies listed above to create an inclusive learning environment for ELs

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can-Do Approach and MPIs to support differentiated planning and instruction, based on ELs' language proficiency levels and needs.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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

**Area of Focus Description and Rationale:** Our current level of performance, as evidenced by the 2021 Spring FSA ELA Assessment, is 20% proficiency. We expect our performance level, as evidenced by the 2022 Spring FSA ELA Assessment, will be 30% proficiency.

**Measureable Outcome:** The percent of ESE students performing at a level 3 or higher, as measured by the 2022 Spring FSA ELA Assessment, will increase from 20% to 30%.

**Monitoring:** Assistant Principal, VE Specialist, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Joanna Bernal (bernalj@pcsb.org)

**Evidence-based Strategy:** The percent of ESE students performing at a level 3 or higher, as measured by the 2022 Spring FSA ELA Assessment, will increase from 21% to 31%.

**Rationale for Evidence-based Strategy:** If students are scheduled into and instructed in their Least Restrictive Environment, along with proper supports for executive functioning and self determination skills to enhance organization and self-advocacy, proficiency on Spring FSA ELA assessment will increase.

**Action Steps to Implement**

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

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

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

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

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

**Person Responsible** Joanna Bernal (bernalj@pcsb.org)

**#9. ESSA Subgroup specifically relating to Economically Disadvantaged**

**Area of Focus Description and Rationale:** Our current level of performance, as evidenced by the 2021 Spring FSA ELA assessment, is 34% proficiency. We expect our performance level, as evidenced by the 2022 Spring FSA ELA assessment, will be 41% proficiency.

**Measureable Outcome:** The percent of Economically Disadvantaged students performing at level 3 or higher, as measured by the 2021 Spring FSA ELA Assessment, will increase from 34% to 41%.

**Monitoring:** Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Diana Dolan (doland@pcsb.org)

**Evidence-based Strategy:** Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.

**Rationale for Evidence-based Strategy:** Economically disadvantaged students are achieving at a lower level on the FSA ELA Assessment compared to other sub-groups in our school. It is our belief, if core instruction consistently reaches appropriate levels of rigor and grade-level standards, economically disadvantaged student proficiency on the 2022 Spring FSA ELA Assessment will increase.

**Action Steps to Implement**

Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.

**Person Responsible:** Diana Dolan (doland@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest.

**Person Responsible:** Diana Dolan (doland@pcsb.org)

Support the implementation of reading programs– including the use of grade-appropriate, culturally relevant complex texts in reading classes, typically during small group instruction.

**Person Responsible:** Diana Dolan (doland@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

**Person Responsible:** Diana Dolan (doland@pcsb.org)

Provide parent events in various formats (virtual, face to face, and at the Greenwood Rec Center) to increase access and opportunities for Economically Disadvantaged Families to access information relevant to their student's education.

**Person Responsible** Diana Dolan (doland@pcsb.org)

**#10. Other specifically relating to College Career Readiness**

**Area of Focus Description and Rationale:** To prepare middle school students for college and career readiness, we will target enrollment in high school level courses. We examined our current level of enrollment in high school level courses, our achievement data, and our teaching practices. To increase enrollment in high school courses, we will focus on actions that will build our students' skills in the areas of rigor, literacy, and executive functioning to prepare them for higher level course work.

**Measureable Outcome:** For the 2020-2021 school year we had 910 students enrolled in high school level courses. For the 2021-2022 school year our goal is to increase the enrollment in high school level courses by 5%.

**Monitoring:** Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.

**Person responsible for monitoring outcome:** Diana Dolan (doland@pcsb.org)

**Evidence-based Strategy:** Strengthen staff practice to utilize questions to help students elaborate on content.

**Rationale for Evidence-based Strategy:** By strengthening our teachers' practices around questioning and elaboration, we will support student growth in their ability to engage in higher level texts and tasks, thus preparing them for success in high school level courses and moving them to college and career readiness.

**Action Steps to Implement**

Provide students with the opportunity to demonstrate higher order thinking strategies and processes.

**Person Responsible** Diana Dolan (doland@pcsb.org)

Include AVID strategies daily to support student achievement at all levels.

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)

Ensure teachers receive professional development around the writing rubric that follows the FSA writing rubric as well as how to create and structure short response, text-dependent questions based on primary source documents.

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

Teachers monitor and provide feedback to students to support learning

**Person Responsible** Michael Vasallo (vasallom@pcsb.org)



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

**Area of Focus** Our current attendance rate is 26% of our students miss 10% or more school days.  
**Description and Rationale:** We expect our attendance rate to decrease to 17% by end of the school year as we strengthen Child Study Team processes.

**Measureable Outcome:** The percent of all students missing more than 10% of school will decrease from 26% to 17%, as measured by attendance data in school dashboard.

**Monitoring:** Assistant Principal, MTSS Coach, and Child Study Team will monitor student attendance on a weekly basis and implement interventions based on student data.

**Person responsible for monitoring outcome:** Diana Dolan (doland@pcsb.org)

**Evidence-based Strategy:** Expectations for attendance are clearly defined, taught, and reinforced for both students and staff.  
Clear procedures for attendance concerns are established.

**Rationale for Evidence-based Strategy:** Setting clear expectations and procedures around attendance will help ensure a consistent understanding for both students and staff, increasing instances of compliance.

**Action Steps to Implement**

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

Develop and implement attendance incentive programs and competitions through PBIS.

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

**#12. Other specifically relating to Family and Community Engagement**

**Area of Focus Description and Rationale:** Our current level of participation in parent and community events is 30%, as evidenced in school activities. The problem/gap is occurring because we need to find other methods in engaging with parents. by using alternative methods (Zoom/YouTube), times (morning/evening) and locations (on campus & in community) of communication for parent and community events, we will increase our family and community engagement by 20%.

**Measureable Outcome:** Our measurable outcome will be for 20% more of our families to participate in family related activities.

**Monitoring:** Progress will be monitored through sign in sheets, surveys, and page view data from YouTube.

**Person responsible for monitoring outcome:** Jenieff Watson (watsonje@pcsb.org)

**Evidence-based Strategy:** Effectively communicate with families about their students' progress and school processes/practices.

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

**Rationale for Evidence-based Strategy:** Based on parent attendance at parent events, we have found that parents are more likely to attend events before school or virtually.

**Action Steps to Implement**

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

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

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

**Person Responsible** Jenieff Watson (watsonje@pcsb.org)

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

**Person Responsible** Diana Dolan (doland@pcsb.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.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.

**The most recent data from SafeSchoolsforAlex.org is from the 2019 school year and is two years old. The data is reflective of the school 2 years ago, but not of the school for the past two years, which has seen a significant drop in discipline incidents. The school has been focusing on being proactive with students using community circles and restorative practices to prevent student conflicts before they reach the level of a referable offense. The primary goal is to continue to reduce the number of discipline incidents on our campus and the secondary goal is to focus on reducing the Risk Ratio for our African American students. We will continue to monitor our students through community circles, and monitor our discipline infractions using the School Profiles application to focus on specific behaviors, locations, and subgroups on our campus and implement interventions in response to the data analysis.**

### 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.

Dunedin Highland Middle School has convened a committee, known as the Learning Lab, whose purpose is to address disciplinary disproportionalities that have existed at the school and devise a culturally responsive PBIS system that meets the needs of all learners and stakeholders at DHMS, The Learning Lab consists of

teachers, administrators, support staff, parents, and community members that represent all of the racial, ethnic, and exceptional subgroups within our school. The culturally responsive PBIS system includes: a refined discipline system, clear expectations for home-school communication, positive behavior rewards and interventions, a refined MTSS data tracking system, student leadership development, restorative practices, schoolwide expectations lessons for each quarter, weekly community circles, and on campus mentoring.

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

Teachers and support staff will have clear guidelines on how to address student behavioral needs, celebrate positive behavior in the classroom, and communicate with families early and often about the students academic and social emotional progress. Students will be explicitly taught the school expectations and gain a full understanding of the school's PBIS program and restorative practices. Students will also have a greater voice in schoolwide decisions through new student leadership initiatives. Parents will have clear information on the expectations for their student, which will allow them support their student and the school as a whole. The community members will support the school through programming and resources, such as leadership academy and support of extra-curricular activities to engage the whole child. Administrators and instructional coaches will monitor the fidelity of the implementation of the culturally responsive PBIS program, making adjustments in response to student data and celebrating successes with the implementation.

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		140-Substitute Teachers	1091 - Dunedin Highland Middle School	School Improvement Funds		\$1,500.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		510-Supplies	1091 - Dunedin Highland Middle School	School Improvement Funds		\$2,000.00
6	III.A.	Areas of Focus: ESSA Subgroup: Pacific Islander				\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
10	III.A.	Areas of Focus: Other: College Career Readiness				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

		330-Travel	1091 - Dunedin Highland Middle School	School Improvement Funds		\$500.00
<b>11</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$0.00</b>
<b>12</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Family and Community Engagement</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	1091 - Dunedin Highland Middle School	School Improvement Funds		\$1,000.00
					<b>Total:</b>	<b>\$5,000.00</b>