

WELCOME TO
change



School Improvement Plan 2016-17

Dunedin Highland Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Christopher w. Bates	SAC Chair:
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School Vision	At Dunedin Highland Middle School, we strive for Academic Personalization. This enables all students to learn, achieve, and succeed with full options upon entering high school. CAEN LAIDA
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School Mission	All students will learn, achieve, and succeed through excellence in Educational practices while building character and confidence. THE HIGHLANDER WAY
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1092	6%	19%	23%	4%	46%	1%

School Grade	2016: C	2015: B	2014: C	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All		47		48		45		64		79		
Learning Gains All		47		48								
Learning Gains L25%		37		36								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	CHRIS	BATES	FT	4-10 years
Asst Principal	TONI	POWERS	FT	4-10 years
Asst Principal	CALLA	ALFORD	FT	Less than 1 year
Asst Principal	WATSON	JENIEFF	FT	1-3 years
Inst. Coach (Literacy)	NATION	DESRINE	FT	4-10 years
Inst. Coach (Math)	BRANNON	MAKRA	PT	1-3 years
MTSS Coach	HAUGHABROOK	JOHNETTA	PT	1-3 years
Counselor	EWING	KIT	FT	1-3 years
Teacher Leader				
Other	FOX	DIANA	FT	11-20 years
Other	CASE	CLINT	FT	11-20 years
Other	CLARKE	ERIN	FT	4-10 years
Total Instructional Staff: 76		Total Support Staff: 34		



School Culture for Learning

Connections:

District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Dunedin Highland Middle School is going to Wall to Wall Theme Academies. We are transforming the school experience for all of our students by creating two interest-themed academies, using collaborative culture, collaborative structures, and practices. Our three different programs will be The Center of the Gifted Center, The Performing Arts and Motion Academy, and The Technology and Arts Academy and. Our school-wide discipline plan consists of research- based systems. They may include, but is not limited to established protocols for disciplinary incidents, clear behavior expectations, and researched-based programs such as CHAMPS, Love and Logic. DHMS follows the Highlander Way, our school wide guidelines for success, which means that all students will:

- (a) Be Respectful
- (b) Be Responsible
- (c) Manage Conflict Peacefully
- (d) Be an Active Learner

Our K.I.L.T. (Kindness, Integrity, Leadership, and Teamwork) program establishes a reward system that ties into PBIS. When a student exhibits one of the qualities listed above he/she is rewarded with KILTS as a reward. These KILTS can be used to buy products from our school store or tickets to enter a school event such as a dance, show or a game. In addition, DHMS has another system of reward in which students are given a “positive referral” for K.I.L.T. qualities or any positive behavior. When this happens an administrator calls home to inform parents or guardians of the students reward. These “positive referrals” can also be used for events, dance, shows or games and popcorn on Fridays. DHMS established a school-wide anti-bullying program, a school-wide discipline plan, and a school-wide positive behavior plan.

Academy Teams monitor students’ behavior and academic success. We are establishing a peer mentor program where students can meet to mediate with each other. In addition, our MTSS team which includes psychologist, guidance counselors, social worker, V.E. specialist, behavior specialist, and assistant principals

meet once per week to discuss students' behavior data and academic challenges. In addition, we have teachers and staff on duty throughout the day as well as a Campus monitor and a Pinellas County Sheriff plus various volunteers and mentors. All bullying reports are processed and responded to in a timely fashion.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

DHMS has established a discipline committee which will meet on a monthly basis to discuss students' behavior data and school wide expectation. The committee members will be responsible for sharing information through their different PLC. The school guarantees that expectations are implemented equitably in the handling of student behavior by educating and training staff during pre-school and throughout the year in cultural relevance, cultural competency, and restorative actions and practices. Walkthroughs and observations by administrators as well as MTSS data will show the areas that need addressing in our training. In this way we believe there is a more consistent management plan for teachers and students. The first week of school, teachers will revisit school-wide expectations for common areas, dress code, and tardy policy on a daily basis. Through staff surveys and round-table discussions in Academy Grade level PLCs with Assistant Principal and Guidance Counselor every week, there will be a focus on improving the learning environment through the implementation of a strict tardy policy, a timely processing of referrals, and a focus on safety of DHMS students. If more support is needed, Tier 3 level students are vetted at the weekly MTSS meetings. DHMS Discipline Matrix, Referral Flowchart, Major and Minor Infraction Guidelines, and MTSS Intervention Consequence Hierarchy are vetted monthly in the Leadership Team and SBLT.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Wall to Wall Academies call for transforming the Middle School experience. By grouping students and core teachers around interest themed teaming, we will enhance the collaborative culture which is Tier 1 MTSS support in itself. During common planning groups of teachers will meet to review students' academics and behavior and implement our MTSS supports. We started our journey with Culturally Responsive Teaching last year. During the last three months of 2015-2016 school year, we implemented Restorative Discipline program and achieved positive results. We will continue this process through the Academies. In addition, staff members are trained in restorative actions and these practices will be implemented as part of our discipline behavioral plan.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Dunedin Highland Middle School teachers meet weekly with their Grade Level Academy Teams to discuss and assess student academics and behavioral standing. More intensive support comes from our MTSS Team which meets every Monday afternoon to analyze individual students and how they progress through our tiered system of support. Those teams review all relevant documentation (Cum/Discipline file, ESE/MTSS file, IEP/504 Plan, and Focus) then discuss academic and/or behavioral concerns with team. If necessary, parents are contacted about any concerns and all interactions and communications are logged in Portal/Focus. Complete Student Concern Report, forms are located in teacher work room. Depending on services needed reports are submitted to intervention support.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Dunedin Highland Middle School monitors students' progress by establishing a process for assignment of Tier 2 services by Grade Level Academy Team. Our administrative team conducts walkthroughs and classroom observations to assist in identifying additional support, possible trends and triggers. Parent conferences are scheduled on a regular basis whether initiated by parents, grade level teams, academy teams or teachers. Students' data from Decision Ed, Performance Matters, and classroom grades is reviewed and analyzed and is used to drive instruction. At our bi-weekly child study meetings, the team reviews the submitted forms with our county support personnel. As needed students are referred to Student Services Specialist for review. Based on information, from our MTSS meetings, our administrative team will monitor intervention and review in designated intervals for fidelity and improvement. If Tier 2 assignment is unsuccessful the monitoring team may: Continue with more monitoring, change frequency, assign a different intervention or assign additional intervention. Finally, if interventions are unsuccessful for student/students monitored, a Tier 3 referral will be considered.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our school leadership guarantees that all staff members have high expectation for the success of all students by providing learning opportunities that are rigorous and equitable. For the past three years, DHMS school leadership invested in professional development focused on Marzano, AVID strategies, SIMS strategies, and Daggett's Rigor, Relevance, and Relationships model. All of the above focus on analysis, synthesis, and knowledge utilization. Our teachers require students to think in complex ways and apply knowledge. Teachers will provide rigorous learning goals and targets which are embedded in a performance scale that includes application of knowledge. Their lesson plans will be examined to guarantee that students are receiving a standard based education and activities will be monitored through walkthroughs and observations. Students will be required to maintain and present a portfolio, conduct student led conferences, and complete a service project. One way to get to knowledge utilization is through our academic competitions. Our academies will promote more rigorous competitions or capstone events. This is a pillar of theme academies. We are also moving forward with our SIMS training. This year, we are targeting Unit Organizers. DHMS will be conducting Demonstration Days (Strategy Walks) at least twice this school year so that teachers can observe best practices. In addition, coaches will provide professional development at PLC's and twenty and outs, and through coaching cycles. Teachers will also attend district trainings. Administration will ask teachers who use best practices to mentor struggling teachers. Model classrooms will be set up for teachers to observe other teachers teaching. DHMS values all students and so throughout the year, teachers will be required to attend mandatory trainings as needed.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: According to the staff climate survey, approximately 54% of DHMS staff agreed that "our school's leaders support an innovative and collaborative culture". <u>The 2016-2017 school year, DHMS would like to increase the percentage of staff members who agree that our school leaders support an innovative and collaborative culture to 65%.</u>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Assess the 2015-2016 climate survey then develop a comprehensive school climate improvement plan. <ul style="list-style-type: none"> • Include frequent meetings and PLC 	Mr. Bates

<ul style="list-style-type: none"> Plan collaboratively with staff members Implement team building activities for staff Create a suggestion box for staff Assess climate through circles (from restorative practices) 	
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: DHMS will increase the seat-time of black, Hispanic, ESE, low SES students in class by having a structured discipline plan.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement a discipline plan that includes restorative actions. Monitor students' academic performance through the themed academies. Support students through HEAT, ELP or other tutoring programs. Connect with the African American communities by hosting community events that increase achievement.	Mrs. Watson/Mrs. Alford
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

One of our goals for going Wall to Wall is that we will transform teaching and learning. During pre-school, each content area teacher will receive a copy of the Common Core standards through their content area supervisor. A major point of the training will be Purpose of Instruction, Critical Content, and Student Evidence, blending Marzano's Element 1 and Element 6. Teachers will deconstruct standards so that there is a clear method of aligning standards with rigorous learning goals and scales. We believe student engagement will increase as we move towards students maintaining and presenting portfolios, project learning, and student-centered learning. The successes we have seen to date is increases in reading, recognition in our academic competition,.....We reviewed FSA data, SRI data, Performance Matters data, classroom grades, and number of retained students.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for improvement in our school is that teachers plan and implement lessons that have rigorous learning goals and scales through a standard based education and that student achievement increase. The data we reviewed is walkthrough data, teacher evaluation data, FSA data, SRI data, Performance Matters data, Advanced Ed data, Read 180 data, CIVICS data, and Write Score Data.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

DHMS teachers measure students' growth through FSA, PMT, Lexile, and classroom grades. Instruction starts with Standard based scales. Teachers meet on a regular basis through content area, academy teams, and general staff meeting to discuss students' data and work on moving student from retrieval and comprehension to analysis and synthesis through their Learning Goals and Scales. In this way students' data is used to drive instruction and discuss learning goals and scales and to plan for our ELP programs.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

DHMS mission is to get all students to High School with full options (Cain Laida)... Gaelic term. This means on time grade promotion. Academy Teams use several strategies such as: parent notification, grade revival, RISE, HEAT, ELP, and finally Grad Point to keep students grade level proficient.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
DHMS focus will be on the 10-70-20 model.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will use data from walkthroughs. We will monitor the implementation of this strategy through "strategy walks" and ISM visits.	Mr. Bates, Mrs. Powers, Mrs. Alford, and Mrs. Watson.
Instructional Strategy 2	
DHMS will focus on Quadrant D, students think deeply and make connections from their assignments to lifelike situations, students are able to use extensive skills to create solutions and take action that further develop their knowledge and skills	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will examine teachers' lesson plans to see the use of verbs such as evaluate, validate, justify, rate, referee, infer, rank, dramatize, argue, conclude. Administration and teachers will observe teachers and students during strategy walk and district personnel will observe teachers and students during ISM visit.	Mr. Bates, Mrs. Alford, Mrs. Powers, and Mrs. Watson
Instructional Strategy 3	
Teachers will be using Unit Organizer, a Strategic Instruction Model strategy (SIM) and continue to use AVID strategies.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The administrative team will examine lesson plans, conduct strategy walks, observe classrooms and follow advice from ISM visits. In addition, we will also meet with academic coaches and learn from their expertise.	Mr. Bates, Mrs. Alford, Mrs. Powers, and Mrs. Watson



Collaboration for Professional Growth

Connections: District Strategic Plan ● Goals 1,2,4,5

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

DHMS efforts to improve a positive working relationship between teachers, staff, and administrators are building relationships through team teaching, shifting to Wall to Wall Academies. Goal 2 of Theme Academies is redesigning middle school. In the Redesign Middle Schools, student/teacher choice will be a priority. Academy staff has chosen academies in which they would like to work based on their technology or musical interest. Teachers will meet weekly with their academy teams, guidance counselor, and assistant principal to review student achievement and discipline success giving autonomy to staff. We believe that a positive working relationship will be encouraged if staff meets regularly for serious or light-hearted business, teachers and staff voices are heard in decision-making, teachers and staff have choices in their way of work, team building activities are conducted with all staff and administrators are open and transparent.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The goal to support teacher collaboration is for teachers and staff to meet during Common Planning for Academy Teams. Teachers will get at least an hour a week for PLC planning. Content Specific PLC will meet to discuss and collaborate on student data. Committees PLC (Discipline, Literacy, SBLT, SIP, Technology, Site Safety, Hospitality, and Testing) will meet to support programs at our school. Our general staff meeting will also be a time of collaboration to discuss or be informed about issues affecting our school.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the past year, DHMS faculty and staff have been trained in AVID strategies, Rigor, Relationships, and Relevance model, SIM Model, Read 180, I-Ready, DQB, and Culturally Responsive Teaching. Teachers have increased their rigor as evidenced through walkthrough and lesson plans. Some students have increased in achievement. Our amount of students receiving referrals has decreased. Our next steps is to implement teacher teaming through Wall to Wall Academies, to conduct four Strategy Walks, to continue PD(AVID, SIM), to focus on learning goals and scales, to continue with our 10-70-20 model, and establish model classrooms.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When?	Participants? Targeted Group?	Expected Outcomes?
Marzano Key Instructional Elements	Pre-school and ongoing throughout the school year	Staff	Rigor in classroom, high student achievement, high

			levels of engagement
Data Driven Instruction	Pre-school and ongoing throughout the school year	Staff	Using data to drive instruction, high student achievement
AVID strategies	Summer and ongoing throughout the school year	Staff	Rigor in classroom, high student achievement
10-70-20	Pre-school and ongoing throughout the school year	Staff	High student engagement
Culturally Responsive Instruction	Pre-School and throughout the school year	Staff	Disparity Gap
SIM Unit Organizer Training	Summer and Pre-school	Music and technology academy teachers	Student engagement and Higher level thinking
Restorative Practices	Summer and ongoing throughout the school year	Staff	Disparity Gap



Family and Community Engagement

Connections:

District Strategic Plan • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

DHMS has a structured plan to build positive relationships with families and community members. A community liaison is employed who builds relationship with our community stakeholders. She recruits volunteers, mentors, and business partners to be a part of our school. We partner with The Aquatic Center and The Martin Luther King’s Center in Greenwood. We also build relationship with our families by attending community events in our students’ neighborhood. One major event is for the administrative team and staff members to spend evenings with the families at football games or practices, providing hotdogs, hamburgers, and a drink and meet and greet with coaches and community members. One of our ELP center is placed in the community where students can easily get tutored in the community. We also have a Portal night, an AVID night and an assessment tips night. During pre-school we will engage with the community by setting up a booth at the back-to-school event in Greenwood to meet with families and offer information. This year we have our back to school events and various parent meetings such as band booster meeting, PTA, AVID parent night, parent night throughout our students’ communities

(Greenwood, Garrison Jones, Eastlake). DHMS uses our school website, social media, marquee messages, school messenger, peachjar, and conferences to keep in constant communication with parents. We have outstanding performances by our world class Pipe band at various community events. We will continue our positive relationships with Friends of Dunedin, sponsors of Honeymoon Island field-trip, Dunedin Chamber of Commerce, Dunedin Rotary, and Interact club. Parents are always invited to any DHMS public events on our campus.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

DHMS provides parents, families, and communities with the necessary academic tools to increase student achievement. Several times during the year, DHMS hosts family nights at various locations to guarantee that our parents and stakeholder receive valuable academic information. Our parents’ nights are carefully planned this year to include instruction on graphic organizers, AVID strategies, test strategies, data chats, and portal night. To evaluate our program we can ask these questions.
 Did the families get to learn about a new tip or tool to support their child’s learning at home?
 Did they practice a new skill or strategy to support their child’s learning?
 Did the teachers hear from the families about what they know about their child that might help them be a better teacher to their child?

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

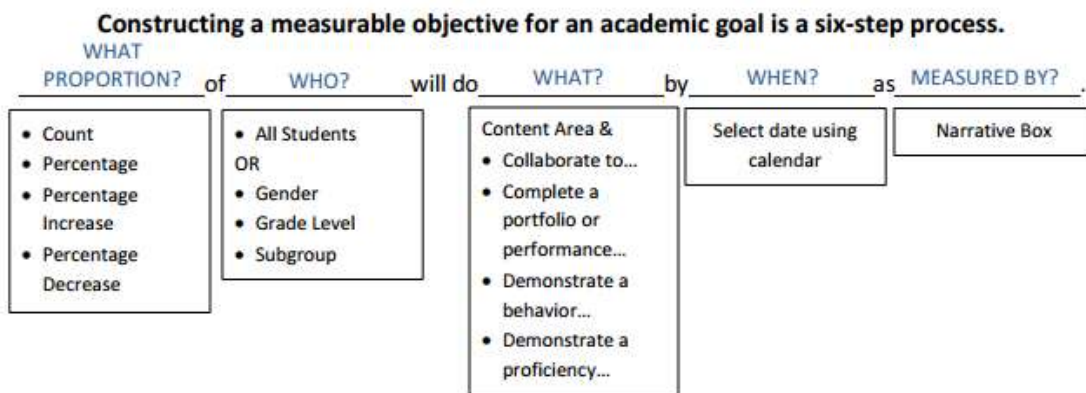
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: DHMS goal to build a strong connection with families is to guarantee value and respect for families where communication is clear and each contributes equally in different ways.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Have a variety of ways to communicate with families Include families in key decisions Listen to parents	Mrs. Watson

Share successes Provide resources Ask for parent volunteers Give correct information	
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Our primary goals to increase DHMS involvement in the community is for team of teachers to conduct home visits as needed, social workers to visit students’ families, facilitate a staff/parent sports activity at the community center, participate in activities in the students’ communities, and attend activities at various churches in the students’ communities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
DHMS administrative team works well with the leaders at the Aquatic Center and the Martin Luther King Center and join together to host events. Our team of teachers plans together and visit family homes. Our social worker, guidance counselors, and psychologist make home visits as part of their jobs.	Mrs. Carter
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Mrs. Jenieff Watson
In 2015/2016, 47% of our students scored at the proficient level or above in ELA, FSA. The percentage of students achieving proficient or higher on the ELA FSA in Spring 2017 will increase from 47% to 62% or at least by 10%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS).</p> <p>Continue with ELP tutoring and FSA boot camp</p> <p>Continue with Word stem lesson to increase vocabulary knowledge</p> <p>DHMS reading teachers will utilize data to differentiate and scaffold instruction to increase student performance by having data chats twice during each grading period and increase small group instruction</p> <p>DHMS teachers will meet in PLC's to analyze data (IReady diagnostic, SRI, FSA assessment result, Write Score) and discuss best practices based on data.</p>	<p>Improvement in students' work and increase in students' achievement.</p> <p>Increase in FSA, Write Score, and SRI assessments.</p> <p>Increase in FSA, Write Score, and SRI assessments as well as improvements in achievement</p> <p>Increase in FSA, Write Score, and SRI assessments as well as improvements in achievement</p> <p>Teachers know how to differentiate instruction</p>
<p>Literacy coaches will work with teachers in PLC's to develop standards-based scales, learning goals and learning targets.</p>	<p>Learning goals and scales are defined and used daily.</p>

Mathematics Goal	Goal Manager: Mrs. Powers
<p>In 2015/2016, 48% of our students scored at the proficient level or above in Math. The percentage of students achieving proficient or higher on the Math FSA in Spring 2017 will increase from 48% to 63% or at least by 10%.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Instructional activities will include (MAFS, higher ordered thinking questions)</p> <p>In addition to skills taught in classroom, students will read and analyze word problems to solve them.</p> <p>Students will attend tutoring services provided by ELP funds.</p> <p>Math coach will engage teachers in implementing lessons consistent with MAFS</p>	<p>Improvement in students' work and increase in student achievement</p> <p>Improvement in students' work and increase in students' achievement</p> <p>Improvements in students' work and increase in students' achievement in assessments</p> <p>Improvements in students' work and increase in students' achievement in assessments</p>

<p>The teachers at DHMS will engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).</p> <p>DHMS teachers will follow the 10-70-20 model</p>	<p>Improvements in students' work and increase in students' achievement in assessments</p> <p>Improvement in students' work and increase in students' achievement</p>
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Science Goal		Goal Manager: Mrs. Alford	
<p>In 2015/2016, 45% of our students scored at the proficient level or above in Science. The percentage of students achieving proficient or higher on the FCAT in Spring 2017 will increase from 45% to 60% or at least by 10%.</p>			
Actions / Activities in Support of Science Goal		Evidence to Measure Success	
<p>Science teachers will use Inquiry based instruction including research, scientific thinking, and writing opportunities (claims and evidence)</p> <p>Science coach and peer coaching is available to support instructional strategies for the purpose of implementing standards based science lessons built around the 5E instructional model and differentiated for students based on data.</p>		<p>Observation and monitoring of classroom instruction</p> <p>Improvement in students' work and increase in student achievement</p>	
<p>Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.</p> <p>Teachers will use the 10-70-20 model</p>		<p>Improvement in students' work and increase in student achievement</p> <p>Improvement in students' work and increase in student achievement</p>	

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)			
Goal Name: Social Studies		Goal Manager: Mr. Bates	
<p>In 2015/2016, 64% of our students scored at the proficient level or above in Civics. The percentage of students achieving proficient or higher on the EOC in Spring 2017 will increase from 64% to 74% or at least by 5%.</p>			
Actions / Activities in Support of Goal		Evidence to Measure Success	

<p>Teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ level 2 (focus on writing) strategies. Teachers work in PLC groups once a month to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks.</p>	<p>Students will complete DBQ in classes. Teachers will have rigorous lesson plan bank. Standard based instruction leading to higher achievement.</p>
<p>Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting. Teachers will receive professional development around tracking student data based on the instructional needs identified through the creation of learning goals and scales and progress monitoring assessments. DHMS teachers will receive professional development around DBQ level 2 (focus on writing) strategies and 10-70-20 model of instruction.</p>	<p>Students will know their data and have completed goal setting sheets in notebook. Evidence of rigorous learning goals and scales during walkthroughs and observation leading to increase in achievement and gain in levels. Increase in students' achievement</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Stem	Goal Manager: Mrs. Alford
DHMS will maintain an after school stem academy to increase access to stem content for students with an increased focus on under-represented populations.	
Actions / Activities in Support of Goal	Evidence to Measure Success
The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the under-represented populations: women and minorities.	High enrollment of under-represented populations
STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.	Lessons that promote high achievement showing an increase in achievement of under-represented populations

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Mrs. Panzarella
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one

<p>module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>module that is now eligible for national recognition.</p>

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Mr. Bates
<p>The African American students at DHMS will be provided with a rigid standard-based education so that their achievement level on state assessment will increase by 10% in the 2016-2017 school year.</p>	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Monitor the learning of African American students with weekly grade level meetings, check-ins with guidance counselors, and parent updates.</p> <p>Provide ongoing tutorial service at DHMS, Aquatic Center, and Martin Luther King Center</p>	<p>Reports from contact personnel and improvements in grades and assessments of African American students.</p> <p>Improvements in grades and increase in assessment levels</p>
<p>Provide a boot camp to boost students’ skills</p>	<p>Improved grades and state assessment levels</p>

Subgroup Goal (ELL)	Goal Manager:
<p>DHMS will increase the performance of ELL students on state assessments by 5% in the 2016-2017 school year.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>Provide a rigorous standard based education for ELL students</p>	<p>Increase in achievement</p>
<p>Complete baseline testing of ELL students for placement</p>	<p>Test all students as needed for differentiated instruction</p>

Subgroup Goal (ESE)	Goal Manager: Mrs. Powers
<p>DHMS students who are categorized as ESE students will improve in state assessments by 5% in the 2016-2017 school year.</p>	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<p>Provide a rigorous education for ESE students following their IEP.</p>	<p>Improve in state assessments and increase in achievement</p>

Provide support for our ESE students	Have a support facilitator working with students if required on IEP
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Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
DHMS ESE students will increase social personal skills	

Actions / Activities in Support of Goal	Evidence to Measure Success
Students should be connected with services that they need and taught social personal skills.	Increase in proper social personal behavior

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	85	104	104			293	27
Students with attendance below 90 %	10	19	28			57	5%
Students with excessive referrals**	3	6	3			12	1%
Students with excessive course failures**	NA	NA	NA				
Students exhibiting two or more indicators	2	4	1			7	.006

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
DHMS will decrease the number of students' absence by 10% or more from school.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
<p>The child study team will meet with our attendance specialist every two weeks to problem solve to determine the most common reasons/barriers our students miss school.</p> <p>Develop and implement interventions that target identified reasons/barriers to school attendance.</p> <p>Ensure that our students who are chronically absent meet regularly with a mentor.</p> <p>Ensure families are aware of the importance of attendance and engage them in attendance related activities.</p>		<p>Data on the % of students absent 10% or more from school.</p> <p>Increase in students' attendance</p> <p>Provide students with mentor</p> <p>Report in Sugar, confirmation of letters sent to parents, referral to teen court</p>
The social worker, psychologist, and district personnel will make home visits and telephone calls to follow up with plans.		Increase in students' attendance

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
<p>DHMS will increase the seat-time of black, Hispanic, ESE, low SES students in class by having a structured discipline plan.</p> <p>DHMS will decrease the numbers of In-school and out-of-school suspension by at least 10%</p>		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
DHMS will implement restorative practices and create a structured discipline plan.		Reduction in discipline referral.
Administrators will process referrals and incident reports in a timely manner		Staff Intervenes in conflicts between students before situation escalates

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Actions / Activities in Support of Goal		Evidence to Measure Success
Implement the discipline hierarchy, a multi-tiered system of support in our discipline plan		Reduction in referrals

Implement restorative actions	Reduction in repeat offenses
Increase student engagement	Examine teachers' lesson plans to see evidence of engaging lessons

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

The DHMS Extended Learning Program (ELP) is available to all students. The goals of the program are to help students achieve success in all academic fields, to improve Reading and Math proficiency and to provide credit recovery. The program will provide additional hours of instruction in Math, Reading, Language Arts, Social Studies and Science by certified teachers to students who are in need of tutoring or in danger of failing.

Early Intervention / Extended Learning Goal
 Please ensure that your goal is written as a SMART goal
 Goal: The goals of the program are to help students achieve success in all academic fields, to improve Reading and Math proficiency and to provide credit recovery for core classes.

Actions / Activities in Support of Goal	Evidence to Measure Success
Monitor students’ performance, Implement a structured ELP program.	Completion of credit recovery, improvement in students’ grades
Implement FSA boot-camp, continue with HEAT, and continue with tutoring at the Aquatic Center and Martin Luther King Center	Improvement in students’ grades, improvement in state assessments

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	65	% with advanced degrees	60
% receiving effective rating or higher	100%	% first-year teachers	
% highly qualified (HQT)*	95%	% with 1-5 years of experience	20%
% certified in-field**	97%	% with 6-14 years of experience	44%
% ESOL endorsed	90%	% with 15 or more years of experience	36%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

We retain and recruit highly qualified teachers based on their academic certification that best meets our needs. Our new teachers to our school will meet throughout the year with a qualified mentor teacher who will orientate new teachers to the campus and our way of work at Dunedin Highland Middle School. We celebrate teachers for their use of highly effective best practices with our students. We provide on-going professional development to support our teachers.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
CHRIS	BATES	White	Principal
SEANRICK	LAWRENCE	Black	Support Employee
CHRIS	MORRIS	White	Business/Community
ALEX	ACOSTA	Hispanic	Parent
ANNA	ORTIZ	Hispanic	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Mr. Bates/Jenieff Watson
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State Days / Intervals that Team meets below.
<p>MTSS: Every Monday throughout the school year SBLT: Monthly</p>

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

The school improvement funds are utilized to pay for many events and items. Our SIP funds will be used for TDE’s to cover the cost of substitute teachers when instructional staff attends trainings or conferences. We also allocate funds for academic competitions. In addition, we fund all PBS activities, all celebrations at DHMS, and all community activities.

Use this space to paste budget, if desired.
