

Pinellas County Schools

DUNEDIN HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data 7

 E. Early Warning Systems 8

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup 16

 E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Culture and Environment 33

V. Title I Requirements (optional) 36

VI. ATSI, TSI and CSI Resource Review 40

VII. Budget to Support Areas of Focus 41

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

100% Student Success

Provide the school's vision statement

The vision of Dunedin High School is to prepare students for post-secondary opportunities while assisting students to develop integrity, respect and social responsibility as it is represented in college, career and life.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jim Kiblinger

Position Title

Principal

Job Duties and Responsibilities

As Principal I give a human face to the school. I must maintain and advance the image and reputation of my school. I am also the instructional leader of the school. During the year some of the duties of the principal include assigning teaching schedules, leading the school to ensure the students meet or exceed state academic standards, monitoring classrooms, PLCs and all academic initiatives, budgeting and managing school expenses, conducting teacher and staff evaluations, planning school events, supervising all employees, supporting faculty with professional development, school goal setting, maintaining accurate academic records, hiring staff and meeting with district personnel.

Leadership Team Member #2

Employee's Name

Dr. Andrea Flocken

Position Title

Assistant Principal

Job Duties and Responsibilities

As an assistant principal I work with students and staff in their day-to-day curriculum engagement, instructional strategies, as well as classroom climate. Communication of procedures, school/district policies and guidelines are shared with students and their families in a timely manner. I work throughout the year with our building principal and the other assistant principals as a cohesive team. We get guidance and direction from our school principal and county leadership. My yearly duties include but are not limited to observing teacher's course standards, lesson delivery, student engagement and student assessment results, evaluating classroom curriculum and climate, supervising department meetings and PLCs, facilitating school, daytime and evening activities, supporting all employees in our group goals and individual goals, overseeing the school curriculum options and course selections, implementing all testing programs while monitoring academic accountability/achievement for district, state and national benchmarks/goals, facilitating professional development programs and opportunities for all staff, maintaining accurate student academic records and supporting student tutoring and enrichment opportunities.

Leadership Team Member #3**Employee's Name**

Kim Leitold

Position Title

Assistant Principal

Job Duties and Responsibilities

As an assistant principal I work with students and staff in their day-to-day curriculum engagement, as well as their classroom climate. Communication of procedures and school guidelines are shared with students and their parents on a daily basis. I work throughout the year with our other assistant principals as a team. We get guidance and directions from our school principal and county leadership. My yearly duties include, but are limited to observing teacher's course standards, lesson delivery and student assessments, evaluating classroom curriculum and climate, supervising department meetings and PLCs and facilitating school daytime and evening activities and support all employees.

Leadership Team Member #4**Employee's Name**

Chris Settle

Position Title

Assistant Principal

Job Duties and Responsibilities

As an assistant principal I work with students and staff in their curriculum engagement, as well as their classroom climate. Communication of procedures and school guidelines are shared with students and their parents on a daily basis. I work throughout the year with our other assistant principals as a team. We get guidance and directions from our school principal and county leadership. My yearly duties include, but are limited to observing teacher's course standards, lesson delivery and student assessments, evaluating classroom curriculum and climate, supervising department meetings and PLCs, facilitating school daytime and evening activities, supporting all employees, both instructional and with athletics, overseeing District Application Programs, ARC and Fundamental Programs, sharing professional development programs and opportunities for all staff, maintaining accurate academic records and facilitating student tutoring and enrichment opportunities.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our administrative team, department chairs, and SAC committee members will be active groups in reviewing our SIP's start-up and updates as we progress through the 24-25 school year. Our SIP is the primary document used with stakeholders to review data, set goals, create an action plan and monitor progress.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in ELA classrooms to promote learning of the BEST benchmarks and student ownership for learning. Best standards, quarterly review of formative testing by the district PM/cycle testing and state retakes will give us an accountability for pacing success.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	44.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	75.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) PACIFIC ISLANDER STUDENTS (PAC) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	51	87	76	75	289
One or more suspensions	24	34	15	15	88
Course failure in English Language Arts (ELA)	20	25	9	0	54
Course failure in Math	24	21	12	0	57
Level 1 on statewide ELA assessment	52	62	71	0	185
Level 1 on statewide Algebra assessment	45	0	50	76	171

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	40	55	62	44	201

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	4	4	1	0	9
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57			47	47	50	45	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	59						46		
ELA Learning Gains Lowest 25%	55						41		
Math Achievement *	51			44	36	38	41	38	38
Math Learning Gains	63						46		
Math Learning Gains Lowest 25%	56						42		
Science Achievement *	70			64	61	64	56	42	40
Social Studies Achievement *	84			76	63	66	78	47	48
Graduation Rate	98			94	92	89	97	61	61
Middle School Acceleration								45	44
College and Career Readiness	68			69	69	65	63	70	67
ELP Progress	49			46	47	45	41		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	704
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	65%	54%	54%		51%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	49%	No		
Asian Students	84%	No		
Black/African American Students	59%	No		
Hispanic Students	57%	No		
Multiracial Students	64%	No		
Pacific Islander Students	60%	No		
White Students	72%	No		
Economically Disadvantaged Students	57%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	46%	No		
Asian Students	64%	No		
Black/African American Students	51%	No		
Hispanic Students	59%	No		
Multiracial Students	61%	No		
White Students	72%	No		
Economically Disadvantaged Students	58%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	42%	No		
Native American Students				
Asian Students	87%	No		
Black/African American Students	42%	No		
Hispanic Students	50%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%		59%	55%	51%	63%	56%	70%	84%		98%	68%	49%
Students With Disabilities	19%		43%	45%	23%	42%	45%	42%	55%		98%	44%	27%
English Language Learners	20%		39%	37%	30%	52%	54%	46%	57%		95%	62%	43%
Asian Students	60%										100%	91%	
Black/African American Students	44%		44%	46%	37%	65%	64%	56%	72%		100%	58%	
Hispanic Students	46%		52%	44%	45%	48%	50%	63%	77%		99%	63%	42%
Multiracial Students	58%		56%		21%			60%	92%		93%	69%	
Pacific Islander Students	50%		70%										
White Students	65%		65%	67%	59%	71%	60%	78%	86%		98%	70%	
Economically Disadvantaged Students	50%		51%	46%	45%	50%	43%	62%	83%		96%	59%	43%
Printed: 08/06/2024													

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%				44%			64%	76%		94%	69%	46%
Students With Disabilities	23%				24%			44%	47%		95%	40%	40%
English Language Learners	21%				24%			45%	57%		85%	32%	61%
Asian Students	64%												
Black/African American Students	23%				26%			50%	56%		95%	57%	
Hispanic Students	35%				34%			54%	70%		91%	64%	63%
Multiracial Students	48%				38%			47%	87%		92%	55%	
White Students	56%				51%			73%	79%		95%	75%	
Economically Disadvantaged Students	39%				36%			51%	73%		92%	57%	58%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRE
All Students	45%		46%	41%	41%	46%	42%	56%	78%		97%	63%	41%
Students With Disabilities	15%		42%	47%	23%	45%		29%	67%		95%	38%	50%
English Language Learners	16%		39%	50%	19%	14%		25%	64%		97%	53%	41%
Native American Students													
Asian Students											100%	73%	
Black/African American Students	17%		31%	32%	16%	44%		31%	60%		93%	54%	
Hispanic Students	39%		47%	47%	31%	21%		45%	71%		99%	64%	38%
Multiracial Students	47%		48%		40%	36%		63%	85%		100%	54%	
Pacific Islander Students													
White Students	54%		49%	40%	52%	58%	55%	63%	83%		97%	66%	
Economically Disadvantaged Students	40%		46%	35%	34%	41%	36%	53%	70%		96%	62%	42%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

With new standards in the 22-23 school year, our ELA achievement level showed the most improvement over the past 3 years. Especially this past year when compared to all 10 of our state measurement areas. This growth can be attributed to collaborative planning by our ELA department chair and her sharing of weekly lesson plans for our 9th and 10th in English and reading, data driven instructional practice (from the FAST Progress Monitoring 1 and 2 data), continued use of our BEST Texts and ongoing district professional development for the department. This will continue during the 2024-25 school year with a focus on cognitively complex tasks for our student-centered instruction.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest proficiency at 52% was our math achievement from both the Algebra 1 EOC and Geometry EOC. Some factors include a need to utilize common assessments in PLCs to drive instruction and plan for consistent differentiation and ongoing "spiraling" that was needed throughout the year. We will continue to focus on our "spiraling" with ALEKS and with the software content reinforcement from IXL. We are also working to ensure that our math team in Algebra 1 and Geometry are planning and pacing together to help keep all students at the appropriate curriculum delivery level and pacing.

Greatest Decline

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

Mathematics was our lowest core performer with an increase of 5%. We did have a decline in our College and Career Acceleration cell as it dropped from a 69% in 2023 to a 68% in 2024. This has been a slow growth area for us. Added help from our tutorials, increased AVID population, and AP staff trainings has been a big help for our post-secondary successes. Also, the addition of extra sessions of the new SLS-1301 to our 1st and second semester should be very helpful for our student's post-secondary readiness performance.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Algebra 1 score had the greatest gap when compared to the state average. Students who excelled in Algebra 1 had taken the course during their 7th or 8th year. Factors contributing to the low performance level include poor performance on the newly developed BEST Algebra 1 EOC examination, and students entering into Algebra 1 from Prealgebra with a low math proficiency rating.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our number one concern is attendance. Great attendance is the gateway for student success. Working with families to accomplish high daily attendance will have a direct impact on student's learning and high school success. Focus is especially needed on our students with 10% or more absences.

Our potential areas of concern include:

Level I on state-wide ELA assessments

Level I on state-wide Math assessments

Highest Priorities

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

1. Increase the performance of the lowest Algebra 1 student BEST EOC scores.
2. Increase performance of the lowest English II student FAST PM3 Scores.
3. Increase the performance on advanced placement test scores to meet or exceed county averages.
4. Improve attendance and decrease the number of tardies across all grade levels.
5. Decrease the number of students receiving Ds and Fs in required content courses.

This will be done by:

-Creating a classroom environment of trust, openness to dialogue, academic goal setting, and risk taking for all students.

-Building engagement strategies incorporating all learning styles, with scaffolding, movement, and collaboration through the phases of Focused Notetaking.

-Planning for ongoing assessment and time for student metacognition to drive teaching and learning.

-Focusing student learning on the process (try, fail, try again), not the product to increase growth mindset and transferability of learning to a new setting.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance shows that 57% of students are proficient, as measured by the 2024 FAST PM3 ELA FAST Assessment. This is ranked as one of the highest performances ever achieved by Dunedin High School. 43% of students were below proficiency. Focusing on intentional planning, differentiation, strong instructional planning, and the BEST texts will reduce the number of students below proficiency by 15% and increase our students' proficiency to above 70%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students achieving ELA BEST proficiency will increase from 57% to at least 70%, as measured by the 2025 PM Cycle 3 ELA FAST Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress will be monitored throughout the school year through regular classroom walkthroughs with actionable feedback provided to instructors. Additionally, regular PLCs will be held that focus on intentional planning and strong instructional practice that are centered around data. Data will be collected regularly through formative and summative assessments, along with district provided assessments. Instructors will use this information to develop ongoing remediation and acceleration for students.

Person responsible for monitoring outcome

Jim Kiblinger (kiblingerj@pcsb.org), Dr. Flocken(flockena@pcsb.org) & Mrs. Murphy (murphyama@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Staff will strengthen instructional practices through: • Collaboratively working together to implement strategy walks within and across disciplines. • Intentionally planning (grounded in objectives, common assessments, WICOR strategies, and evaluation of student work) • Using higher-level thinking to align learning action to standards with rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

Rationale:

The use of these evidence-based interventions will allow for teachers to better differentiate for students and refine their instructional practices to ensure students are meeting or exceeding mastery of the standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers will engage in district provided professional learning opportunities.

Person Monitoring:

Dr. Flocken(flockena@pcsb.org) & Amy Murphy (murphyama@pcsb.org)

By When/Frequency:

Summer PDs, August DWT, and quarterly ELA PDs throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in the semester 1 and semester 2 DWTs, in bi-monthly PLCs that focus on data analysis and intentional planning, as well as pedagogy focused on strategies that develop rigor through WICOR, monitoring for learning, and differentiation. In addition, teachers will attend TDEs provided by Mr. Lewis as well as other PD that will improve instructional outcomes.

Action Step #2

Teachers will analyze student data to monitor student progress toward mastery and develop intentional remediation plans/lessons.

Person Monitoring:

Dr. Flocken(flockena@pcsb.org) & Amy Murphy (murphyama@pcsb.org)

By When/Frequency:

On going throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will conduct consistent walkthroughs to provide actionable feedback and collaboratively debrief to foster a growth mindset and improved pedagogical practices, focused on implementation strategies tied to our school focuses and personal professional growth.

Action Step #3

Students and teachers will continue use of graphic organizers and benchmark tracking systems to monitor progress towards and areas of deficiency for each standard.

Person Monitoring:

Dr. Flocken(flockena@pcsb.org) & Amy Murphy
(murphyama@pcsb.org)

By When/Frequency:

On going throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Throughout lessons, teachers will use BEST texts, reading comprehension protocols, and anchor charts to assist students in mastery of standards. PM1 and PM2 will record growth over the progression of the school year with appropriate remediation being added as the department works and preps towards FAST PM3.

Action Step #4

Specific focus will be given with use of the BEST texts.

Person Monitoring:

Dr. Flocken (flockena@pcsb.org) & Amy Murphy
(murphyama@pcsb.org)

By When/Frequency:

Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Consistent use of graphic organizers for analyzing complex texts, use of anchor charts, tracking benchmarks individually by student, and weekly use of text-based FAST-style questions in all 9 and 10 Reading and ELA classrooms. English and Reading teachers will work collaboratively to monitor benchmark acquisition for individual students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For Algebra, our overall 2024 scale score was at a 392 and this was up from our 2023 mean score of 382. 1% reached a Level 4 and 5 which was one of the lowest in the district. While a majority of our scores were distributed at the Level 1 & 2 combined reach 64%. Additionally, most of our proficient students were in the Level 3 at 27%. There is a critical need to address the overall bottom quartile for not reaching proficiency and to increase our Level 4 and 5 total percentages up from their combined 1%.

For Geometry, our overall 2024 scale score was at a **407** and this was up from our 2023 mean score of a **405**. 17% reached a Level 5 which was the 5th highest in the district. While scores were evenly distributed, Level 1 & 2 combined reach 37%. Additionally, most of our proficient students were in the Level 3 at 34%. There is a critical need to address the overall bottom quartile not reaching proficiency

and increasing the Level 4 and 5 total percentages up from their combined 29%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For Alg. 1, there will be a reduction in non-proficient students by 5%. Non-proficient students will decrease from 64% to 59% (as measured by the Alg. 1 EOC) to finally get our Alg. 1 proficiency over 40%.

For Geometry, the bottom quartile of 37% students will be reduced by 7% to 30% at Level 1 & 2 combined and the upper quartile, 63%, with Level 3 progressing to Level for 4 or 5 by a 5% increase (as measured by the Geo EOC). With these growth goals we are looking for an overall **Geometry proficiency to be over 65%** which will be a 5% increase.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

By using ALEKS as one of our assessments we will use IXL at least one class period per week. These sessions will be used to measure mastery and understanding of the standards, as well as a review and remediation tool.

Instructors will use district resources with fidelity using all common and formal assessments for data tracking, targeting struggling benchmarks, and use with remediation within instruction, including spiraling and focus note taking, all to support student success and monitoring their growth. Cycle assessment data and other formative assessments will be key measures in determining student learning gains. Focused monitoring and data analysis will be done through collaborative planning periods, PLCs, and data meetings.

Person responsible for monitoring outcome

Jim Kiblinger (kiblingerj@pcsb.org), Christopher Settle (settlec@pcsb.org), & Amanda Cummings@pcsb.org (cummingsam@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Use of the data provided through IXL, ALEKS, Imagine Math, etc. will be reviewed and measured to make instructional decisions and individualized remediation and focus. Also, instructors will utilize the data provided by district produced assessments and measures, and of course cycle assessments, to

identify student strengths and weaknesses, and thus produce adjustments to instruction to remediate weak standards and scaffold differentiated instruction. Utilize Professional Development to strengthen and improve teacher practice and instruction, and then put into action those strategies that will improve instruction and engage students through BEST standards-based instruction and complex tasks. Instituting AVID strategies to improve the mode of instruction, in particular the use of focused notetaking to expand student understanding of key math vocabulary by having students create their own definitions for terms. The school will continue to encourage student use of our ELP/tutoring offered afterschool after Tuesday and Thursday.

Rationale:

Through best practices, instructors will continually progress monitor and identify the students' current level of mastery of each benchmark by utilizing the multiple data collection tools provided by the district. Instructors, using district resources, will plan around benchmark data measures, targeting the mastery of BEST standards. Accomplishing these goals will be done through continuous progress monitoring, including the use of district resource measurements, digital tools, and cycle assessment data to provide standards-based feedback.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Pre-determined schedules for PLCs that are aligned with district and state assessment calendars.

Person Monitoring:

Chris Settle - (settlec@pcsb.org) & Amanda
Cummings - (cummingsam@pcsb.org)

By When/Frequency:

Before the start of the school year and monitored
throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers utilize performance matters, IXL, and other data points to conduct frequent data chats with students to offer support for student achievement, individualized goal setting, and differentiated instruction. Teachers engage in PD to develop a tracking system to support differentiation and drive student growth. Teachers and administrators engage in PLC discussions (bi-weekly) to monitor tracker data and plan for intervention. Join paid PD to develop common formative assessments.

Action Step #2

With the opening of the 24-25 school year 100% of our Alg. 1 and Geom. students will complete the ALEKS diagnostic assessment. This will provide a measure of our students understanding of standards and growth to targeted remedial data needs for each individual student.

Person Monitoring:

Chris Settle - (settlec@pcsb.org) & Amanda
Cummings - (cummingsam@pcsb.org)

By When/Frequency:

This will be done in the first weeks of the school
year and throughout the school year, when
appropriate.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By utilizing district resources, instructors will monitor class work, IXL, ALEKS, Imagine Math, and/or Albert.io data resources/criteria within each math course of study to support and strengthen student understanding of targeted benchmarks/standards. Data provided from formative and cycle assessments will also be used to measure student understanding.

Action Step #3

Utilize the AVID strategy of focused note taking to improve student understanding of mathematical vocabulary, thus improving mathematical literacy.

Person Monitoring:

Chris Settle - (settlec@pcsb.org) & Amanda Cummings - (cummingsam@pcsb.org)

By When/Frequency:

This will be done during the summer and pre-school week. This will also be worked on throughout the school year, when appropriated.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-school, the math department and AVID instructors will collaborate on the proper use of focused notes and how to institute them within instruction. This will be a monitoring component for walkthroughs and PLC reviews.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance shows that 70% of students are proficient, as measured by the 2023-24 Biology EOC. This is the highest performance ever for Dunedin High School. Focus will be on team planning, good pacing with remediation review, along-with strong instructional practices. Teachers and students will use data trackers to monitor progression of learning and teachers will spiral instruction based on low performing benchmarks.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We should reduce the number of students below proficiency by 5% and look to end with a 75% student proficiency with our 2024-25 Biology EOC.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We have the highest number of Biology teachers that we have ever had. Monthly Science department and Biology PLC meetings will follow the cycle 1-3 data, as well as formative data. Students'

success, by individual teacher and by course standards, along with subgroup progress on assessments will be shared at PLC meetings. Administration will monitor pacing and scope and sequence in classroom walkthroughs for our science classrooms. All Biology classes will start the 2024-25 school year with a pre-test for start-up data and Biology team assessment routine practices.

Person responsible for monitoring outcome

James Kiblinger (kiblingerj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Science team will utilize data to interact with our science students' content mastery. Small group discussions will be done to help differentiate and scaffold instruction to meet the needs of each student. Continued growth with AVID strategies will strengthen the staff's ability to engage students in complex tasks.

Rationale:

Sustained performance and growth will continue by engaging in science course professional development opportunities supported by student-centered instruction. This will be enhanced with engagement using WICOR strategies to work through cognitively complex tasks. Science staff will continue to strengthen their practices and help students engage in rigorous tasks in the classroom at appropriate cognitive levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

In the school start-up Biology teachers meet during PLC' to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as weaknesses. This will be very helpful with the team support for all of the biology team.

Person Monitoring:

Jim Kiblinger (kiblingerj@pcsb.org)

By When/Frequency:

On going from the school year start-up and continuing through the Biology EOC.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers meet to review student data (collected from multiple sources, including common

assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement.

Action Step #2

Teachers utilize the formative assessment data to drive instructional practices for both current and for future classroom lessons deliveries. .

Person Monitoring:

Jim Kiblinger (kiblingerj@pcsb.org)

By When/Frequency:

From the start of our school start-up assessment to the final EOC exams.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers utilize daily formative assessment strategies to check for understanding, using data to gauge student progress toward mastery of the standard, around both classroom formative and summative assessments and course specific available resources.

Action Step #3

Teachers will adjust their lesson deliveries with feedback from the science team and administrative team walkthroughs.

Person Monitoring:

Jim Kiblinger (kiblingerj@pcsb.org) & Carol McNeal (mcnealc@pcsb.org) | McNeal (McNeal

By When/Frequency:

As needed throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will collaborate on Strategy Walks with a debriefing in the common planning period each quarter as needed. This will center around the course specific standards that will help science department teams pick up on helpful lesson delivery strategies.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 83%, as evidenced by the US History EOC. Our continued growth will be addressed by focusing on student-centered instruction and engagement, cognitively complex tasks through WICOR, and maximizing instructional time each day. With this focus, there will be a student increase of 8% or more.

PLC structures will continue to include systems for teachers and students to monitor and assess learning for benchmark proficiency to develop review, remediation, and acceleration plans. PLCs to continue to focus on planning for data driven spiraled instruction starting early and ongoing throughout the year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students demonstrating proficiency on the US History End of Course Exam will increase from 83% to at least 90%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress will continue to be monitored throughout the school year with regular classroom walkthroughs. Additionally, regular PLCs will be held that focus on intentional planning and AVID instructional practices that are centered around our cycle assessment data. Assessment data will be analyzed from the formative and summative results, along with district's assessments. Instructors will use this information for developing ongoing remediation and acceleration for students.

Person responsible for monitoring outcome

Kim Leitold (leitoldk@pcsb.org) & Malcome Moore (mooremal@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Classroom activity work will be based on WICOR strategies, literacy strategies, and provided resources. Cycle test data chats and engagement strategies will be completed in the regular classroom setting. The major focus will be for 100% testing participation. Students in the ELP will focus on EOC standards they are not performing well in which would be yellow and/ or red on the performance matters data.

Rationale:

We will continue to provide professional development opportunities surrounding student-centered instruction and engagement and cognitively complex tasks. Students receiving a D or F for a social student's class will be recommended to participate in ELP for remediation. Students achieving a C grade or yellow on cycle exams will be encouraged to attend ELP for assistance in meeting their goals. The goal is that 50% of all Social Science students earn C's or higher for the formal grading periods. This will be monitored quarterly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Continue to promote materials for WICOR and SOAR throughout the school community throughout the year during our character building lessons monthly.

Person Monitoring:

Kim Leitold (LeitoldK@pcsb.org) & Malcom Moore (Mooremal@pcsb.org)

By When/Frequency:

Ongoing throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Direct teaching to staff with WICOR strategies will be done in preschool, the first two weeks of school, and then throughout the year.

Action Step #2

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

Person Monitoring:

Kim Leitold (leitoldk@pcsb.org)

By When/Frequency:

Pre-school and throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

These strategies will be utilized to deliver content, keep students engaged, and as a formative assessment. The strategies are to focus on Socratic questioning and thinking, Focused Notes, and district embedded WICOR strategies for collaboration, reading to learn, and retention of material. All while continuing to build strong relational capacity in the classroom and creating learning communities.

Action Step #3

Teachers will contact parents of D or F students to make them aware of possible low or failing grades.

Person Monitoring:

Kim Leitold (Leitoldk@pcsb.org) & Malcom Moore (mooremal@pcsb.org)

By When/Frequency:

This will continue from our first mid-term progress report through the final U.S. History EOC in May.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students receiving a D or F for a social student's class will be recommended to participate in ELP for remediation. Students achieving a C grade or yellow on cycle exams will be encouraged to attend ELP for assistance in meeting their goals. The goal is that 50% of all Social Science students earn C's or higher for the formal grading periods. This will be monitored quarterly.

Action Step #4

Teachers will contact parents of any students who miss or do not take a cycle assessment.

Person Monitoring:

Kim Leitold (Leitoldk@pcsb.org) & Malcom Moore (mooremal@pcsb.org)

By When/Frequency:

This will continue from our first mid-term progress report through the final U.S. History EOC in May.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will contact parents of D or F students to make them aware of possible low or failing grades. The sharing of our T/TH after school tutorials, along with our Academic Saturday school

sessions will be included with these contacts. Teachers will also contact parents of any students who miss or do not take a cycle assessment.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will increase our college and career readiness as measured by the acceleration rate for their assigned cohort. This will increase the total number of students accessing AP and Dual Enrollment course work. This will be accomplished through utilizing AVID WICOR strategies to increase student retention and engagement in the course work. Strategies will include Focused Note-Taking, Socratic Method, Study Groups, Writing to Learn, Reading to Learn, and Inquiry Activities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will improve the College and Career Readiness category from 60% to 84% in the 2024-2025 school year as measured by a passing rate/score of an Industry Certification exam, Dual Enrollment, Advanced Placement or AICE course exam earned by students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Industry certification tests will be scheduled at a minimum of three times a year including a test prep tutorial boot camp before each administration. Each teacher will be expected to maintain a classroom progress monitoring system for compliance and differentiation.

Person responsible for monitoring outcome

Jim Kiblinger (kiblingerj@pcsb.org) and Dr. Flocken (flockena@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

College and Career Readiness will increase students' Cape certification passes, AP or Dual

Enrollment by a minimum of 10% for 2024-25 school year.

Rationale:

Students who are exposed to higher level courses and certification courses are more likely to graduate with the necessary skills for them to be successful after graduation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Culture & Environment specifically relating to School Climate/Conditions for Learning:

The discipline data at Dunedin High school indicated 230 discipline referrals were issued in the 2023-24 school year. Student skipping was the most prevalent. By building student relationships, keeping students engaged in the classroom and monitoring our halls and campus, and encouraging our students to go to class, we can reduce the number of skipping referrals by 10%.

Teachers will be encouraged to use Positive Behavior incentives System and restorative practices to foster a positive campus & classroom environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of student referrals for skipping will be reduced from 310 total referrals to less than 250 total referrals at the end of the 2024-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our MTSS team will work with our CST and PBIS to targeting our top EWS and work strategies through:

- PBIS incentives
- Run Focus Attendance reports
- Child Study Team recommendations
- Restorative Practices (Classroom Climate and Grading)

Person responsible for monitoring outcome

Ms. Kim Leitold, leitoldk@pcsb.org

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

The first will be to look at school attendance and promptness. The students who are in their appropriately scheduled class on time 100% of the time will be earning rewards and incentives weekly

Person Monitoring:

Kim Leitold

By When/Frequency:

This will be measured each quarter, starting with the 1st quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student attendance, and referral data will be used to collect summative data. Formative data will be collected through nominations, recommendations, surveys, and on the spot recognition.

Action Step #2

SOAR Behaviors, Core Values, and Expectations - The students will be reward based on Falcon Funds, positive calls, positive referrals, Falcon postcards home, and teacher nominations for specialty events. The events will be quarterly and involve both staff and students to build connectedness and strong relationships.

Person Monitoring:

Kim Leitold & Brian Hanks

By When/Frequency:

This will be done each quarter, starting with the 1st quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS implementation for Dunedin High School will focus on the SOAR core values for our school. Self-awareness, Open-Minded, Accountability, Respect. Each word represents a core value of Dunedin High School and has a definition and then expected actions attached. Students will SOAR at Dunedin.

Action Step #3

Staff participation in the PBSI system - staff will be rewarded and recognized for active participation with the schoolwide PBIS system.

Person Monitoring:

Kim Leitold & Brian Hanks

By When/Frequency:

This will be work with each quarter, starting with the 1st quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PBIS will focus on recognizing and rewarding the positive behaviors rather on punitive actions for misbehavior. We need every staff member to work with their own department and students to continue to and make the PBIS changes in the culture of our school to one inclusiveness and growth mindset.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our school's webpage is where the SIP is made publicly available. Our SIP one pager is disseminated to our staff and families at the start of the school year and revisited throughout the school year. Parents and community members are invited to join the School Advisory Council (SAC), school SIP funds and Title 1 funds information are shared at SAC meetings. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense. The PTSA meeting is an additional opportunity for parents to learn about school funding and expenditures. Our "State of the School Address" presentation is once again shared with staff, student leader groups at a staff and parent meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Information concerning our Title I budget, and SIP progress will be shared at several meeting to during preschool and during the school year to inform parents. This will be shared at our freshmen orientation, Back to School Night, PTSA, SAC, EL parent meetings, Academy Discovery Nights, College and Career Nights, and at our State of the School Address.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

Our school will be connecting our daily interventions with our most struggling students. We have our Title 1 para-pro work with our MTSS team to get our at-risk students with EWS and assist them with school day needs related to attendance, disciplinary incidents, and academics. We will continue our successful ELP programs to assist core learning with T/Th tutoring opportunities during the school year and Academic Saturday School for at least one Saturday a quarter. Dunedin High School reduced and/or eliminated our "general" level courses and makes an "honors" level as the entry level for many courses across our curriculum. This provides an increase in instructional rigor for these teachers/students. Additionally,

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The Title 1 family engagement work is developed with the input of all DHS stakeholders collected throughout the school year. This comes from our various stakeholder surveys that are initiated by the district or from our own school events exit surveys. Student achievement data is also utilized with school-based needs and are included in the foundation of our planning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Our connection with families and stakeholder groups will be to involve them in school wide initiatives, extracurricular activities, and events to keep them informed of how our students are performing and progressing in school. This will also be shared with MTSS and PBIS to share our data trends. Our push for strong PBIS practices will allow us to continue our positive culture of learning throughout the school year. These events will include but not be limited to Freshmen orientation, Back to School Night, PTA, SAC, Discovery Night, College and Career events (FAFSA), State of the School updates, Athletics, Fine Art events, Spirit Week Events, and Student Experience events.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Dunedin High School has many post-secondary partnerships that have been here from our strong business advisory committee. DHS has also built terrific connections from the success of our 3DE program with JA and with the great work communications from our College and Career program. Through these continued formed partnerships with multiple businesses, and career 3DE programs, students have the opportunities for internships, externships, and industry certifications to help prepare them for postsecondary life. Our students have the opportunity to be co-enrolled with SPC, PTC and through our partnership with our many electrical companies that have connections to our DAP construction program.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

The teachers participate in strategy walk each semester in place of a staff meeting. They view a number of different classroom delivery strategies in use, and they can take these ideas to implement in their classroom. Staff is also offered a number of after-school professional development with a focus on AVID and classroom management strategies. All core department staff are scheduled with a common planning meeting time so they can meet and review content delivery ideas and data from assessments.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00