

Pinellas County Schools

# DUNEDIN HIGH SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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100% Student Success!

### Provide the school's vision statement

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The vision of Dunedin High School is to educate and prepare each student for college, career, and life.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

kiblingerj@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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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. M. Jane Lucas

lucasm@pcsb.org

### Position Title

Assistant Principal over Curriculum

### Job Duties and Responsibilities

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As an assistant principal I engage with all stakeholders at DHS to ensure academic, social, emotional, and life skill success for all students. Communication of procedures, school/district policies and guidelines are timely and proactive.

I network with our principal and assistant principals in a collaborative and organic manner, daily. Essential guidance and direction are provided by our school principal and district leadership. My yearly duties include, but are not limited to, observing teachers' delivery of course standards, lessons, while also monitoring student engagement and ensuring optimum preparation is in place for student assessments. I also provide instructional coaching and development, both one-on-one, as well as in a PLC format. An integral part of my role is aligning mentoring efforts with the mission and vision of DHS, PCS, while providing crucial and prescriptive resources, along with support for our faculty. Promoting a spirited, positive, and meaningful culture and climate is at the crux of our efforts as a leadership team in providing the entire staff benchmarks to successfully reflect this to our student body for effective conditions for learning.

Operationally, I facilitate and provide supervision, safety, and leadership during the school day, any other day, night, and/or weekend activities for the school, staff, and students.

At the behest of our principal, I oversee school curriculum options, course selections, while implementing testing programs. I monitor academic accountability/achievement for district, state and benchmarks/goals. I also maintain accurate student academic records and support student tutoring, as well as robust enrichment opportunities.

## Leadership Team Member #3

### Employee's Name

Kim Leitold

leitoldk@pcsb.org

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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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

settlec@pcsb.org

### **Position Title**

Assistant Principal over Athletics

### **Job Duties and Responsibilities**

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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.

## **2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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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.

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>68.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: A</b> <b>2022-23: B</b> <b>2021-22: B</b> <b>2020-21: C</b>



## D. 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 (2025-26)

Using 2024-25 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	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2025-26)

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					0

### Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

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		54
Course failure in Math	24	21	12		57
Level 1 on statewide ELA assessment	52	62	71		185
Level 1 on statewide Algebra assessment	45		50	76	171

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

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

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:

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

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

## A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	62	59	57	55	55	47	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	56	58	58	59	57	57			
ELA Lowest 25th Percentile	56	54	56	55	55	55			
Math Achievement*	53	46	49	51	42	45	44	36	38
Math Learning Gains	50	45	47	63	46	47			
Math Lowest 25th Percentile	42	43	49	56	41	49			
Science Achievement	73	73	72	70	64	68	64	61	64
Social Studies Achievement*	74	74	75	84	70	71	76	63	66
Graduation Rate	100	94	92	98	92	90	94	92	89
Middle School Acceleration									
College and Career Acceleration	64	69	69	68	69	67	69	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	50	52	43	45	49	46	47	45

\*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	687
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	64%	65%	54%	54%		51%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	43%	No		
English Language Learners	48%	No		
Black/African American Students	57%	No		
Hispanic Students	53%	No		
Multiracial Students	68%	No		
White Students	70%	No		
Economically Disadvantaged Students	58%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		56%	56%	53%	50%	42%	73%	74%		100%	64%	57%
Students With Disabilities	31%		48%	48%	36%	24%	25%	35%	49%		100%	30%	47%
English Language Learners	27%		45%	51%	46%	46%	47%	36%	37%		100%	31%	57%
Black/African American Students	45%		47%	58%	42%	41%	47%	52%	67%		100%	68%	
Hispanic Students	48%		53%	50%	45%	39%	36%	56%	54%		100%	49%	57%
Multiracial Students	63%		64%		35%	36%		90%	93%		100%	65%	
White Students	71%		59%	61%	61%	56%	50%	83%	84%		99%	73%	
Economically Disadvantaged Students	56%		54%	49%	46%	47%	44%	63%	64%		99%	58%	58%

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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 PROGRE
All Students	57%		59%	55%	51%	63%	56%	70%	84%		98%	68%	43%
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%

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%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	58%	59%	-1%	58%	0%
ELA	9	63%	59%	4%	56%	7%
Biology		73%	69%	4%	71%	2%
Algebra		53%	59%	-6%	54%	-1%
Geometry		52%	53%	-1%	54%	-2%
History		74%	72%	2%	71%	3%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		4%	13%	-9%	16%	-12%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	17%	-17%	18%	-18%

### III. Planning for Improvement

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#### 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?

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The 24-25 school year testing results showed that our ELA achievement had the most improvement for the past year and over the past 6 years (19 pt. gain). 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 from 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 2025-26 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 and growth at 53% (only a 2 pt. gain). This is from our achievement from with both the Algebra 1 EOC and Geometry EOC combined results. 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 ALEIKS and with the software content reinforcement from IXL. We are also working to ensure that our math team follows the district's Mathematics "non-negotiables" in our 5-Essentials. These will be used with the Algebra 1 and Geometry staff as they are planning together to help keep all students at the appropriate curriculum delivery level while using the district's approved resources.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline from the 23-24 school year assessments was social studies. They dropped from an 84% in 23-24 to a 74% with 24-25 performance. This decline was factored with a 23-24 regular U.S. History score of a 78% to a regular U.S. History score of a 70%. We also have a A.P. U.S. History decline from a 23-24 sub score of a 95% to a 24-25 score of an 89%. Other 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 the software content reinforcement from ??? in afterschool and Saturday tutorials. We are also working to ensure that our U.S. history team are planning and pacing together to help keep all students at the appropriate curriculum delivery level and pacing.

### **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. Mathematics had the only score below the testing state averages. Both Algebra 1 and Geometry scored with the identical score of 52% while the state had identical scores of a 54%.

### **EWS Areas of Concern**

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

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A continued concern is our student 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.

### **Highest Priorities**

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

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1. Increase the performance of our overall Algebra 1 student's as well as our L-25 student's BEST EOC scores.
2. Increase the performance of our overall Geometry student's as well as our L-25 student's BEST EOC scores.
3. Increase the performance of our overall U.S. History cycle assessments and EOC scores.
4. Increase performance of the lowest English II student FAST PM Scores.
5. Increase the performance on advanced placement test scores to meet or exceed county averages.
6. Improve attendance and decrease the number of tardies across all grade levels.
7. 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

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.

Our current level of performance shows that 62% 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 in ELA. 37% 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, at least, 8% and increase our students' proficiency to at least 70%.

#### Measurable Outcome

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 63% to at least 70%, as measured by the 2026 PM Cycle 3 ELA FAST Assessment.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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) & Mrs. Murphy (murphyama@pcsb.org)

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Staff will strengthen instructional practices through: • cognitive engagement with content • writing to learn • formative assessments/feedback • close reading & annotation strategies • academic discourse with the non-negotiables for the five essentials of effective instruction. 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:**

By focusing on the above-named non-negotiables for the five essentials of effective instruction will ensure that students are fully engaged in the content, understand the process and are prepared to work with rigorous material. Using the BEST text materials, pacing guides, and resources approved by the district will allow for high student engagement and deeper levels of thinking about the content.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Teachers will engage in district provided professional learning opportunities.

**Person Monitoring:**

Jim Kiblinger kiblingerj@pcsb.org, Amanda 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:**

Jim Kiblinger kiblingerj@pcsb.org, Amanda Murphy murphyama@pcsb.org

**By When/Frequency:**

On going through 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. These walkthroughs will be debriefed to foster a growth mindset and improved pedagogical practices. These



will focus on implementation strategies tied to our school focuses and personal professional and instructional 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:**

Jim Kiblinger kiblingerj@pcsb.org, Amanda

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. The instructional resource Khanmigo will be used as a tool to help students write their own questions in the style of our testing.

## **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**

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.

The implementing of the focused note taking AVID strategy through all areas of mathematics will support our students in improving their understanding of math vocabulary and math literacy. The increases in math literacy will extend student success in better understanding math word problems and thus improving their success rates and test scores. There will be the continuance of our popsicle/ice cream incentive practices utilized through the school year previously to recognize and appreciate student efforts in meeting the behaviors and instructional expectations and practices that equate student successes with completely working out problems on their scratch sheet, use of computer calculator, improvement in data from our district approved resources or assessment scores, etc. The PBIS reward system will be used and is designed to focus on individual successes and improvements, so all students can be recognized for those successes no matter their current level of understanding and mastery.

#### **Measurable Outcome**

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 focus is to increase Mathematics scores to above 70% in ALG (current is at 52% overall - 44%

9th graders, 19% 10th graders and the state - 52%) and also 70% in Geometry (current is at 52% overall - 85% 9th graders, 48% 10th graders, 19% 11th graders and the state - 54%). Also, there will be added focus on student progression to move up successfully from their current level to the next, especially level 2's to level 3's. Positive learning gains, that produce more student passing scores.

Another area in need of improvement is with our district approved materials in the progression of our ALG 1A's through ALG 1 as 10th graders, then later as 11th grade geometry students. To achieve these goals, the department will continue standards-based instruction that follows the district's provided resources, instructor collaboration, active progress monitoring, and focused remediation. District approved resources will be actively used as a teaching tool, data measurement instrument, and remediation tool.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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The dedicated, and at least one class period per week, will be dedicated to use our district approved resources. These sessions will be used to measure mastery and understanding of the standards, as well as a review and remediation tool. Instruction will be actively using the resources provided by district leadership and using the provided assessments as data measuring tools for student monitoring. Cycle assessment data and other formative assessments will be key measures in determining student growth and 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, Chris Settle - settlec@pcsb.org, & Amanda Cummings - cummingsam@pcsb.org

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Using the data provided through modules scores and cycle assessments, 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 producing 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 district approved 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 district approved "best practices" resources, 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

By utilizing district resources, instructors will monitor district approved paced materials of class work and the use of our district approved resources within each math course. This study and review 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.

**Person Monitoring:**

Jim Kiblinger kiblingerj@pcsb.org, Chris Settle - settlec@pcsb.org, Amanda Cummings - cummingsam@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:**

Weekly PLC's and collaborative sessions through common planning periods, will be used for the AP over math and math department head to meet with each math team by subject to review lessons, data measures, and elements observed through progress monitoring. Review of data will then be used for planning purposes, including the introduction of new material and establishing next steps for remediation of weak standards. Walk-throughs will also be used to observe these instructional expectations as well as gauge student engagement. Utilize the AVID strategy of focused note taking to improve student understanding of mathematical vocabulary, thus improving mathematical literacy.

**Action Step #2**

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.

**Person Monitoring:**

Jim Kiblinger kiblingerj@pcsb.org, Chris Settle -

**By When/Frequency:**

On going throughout the school year.

settlec@pcsb.org, Amanda Cummings -  
cummingsam@pcsb.org

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

Encourage and reward student participation in afterschool tutoring, as well as district practice resources. ELP tutoring is offered every Tuesday and Thursday, and select Academic Saturdays, which will include the participation of multiple math instructors.

## **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**

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.

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Our current level of performance shows that 73% of students are proficient, as measured by the 2024-25 Biology EOC. This is the highest performance ever for Dunedin High School with the 3% increase over our 70% score from the 2023-24 Biology EOC. 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**

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.

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We will reduce the number of students below proficiency by 7% and look to end with an 80% student proficiency with our 2025-26 Biology EOC.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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We will again have 4 Biology teachers but two will be new to our school and science team. Weekly Biology team meetings Science department and Biology PLC meetings will follow the cycle 1-3 data, as well as formative data. Students' success, by individual teachers 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 2025-26 school year with a pre-test for start-up data and Biology team assessment routine practices through Performance Matters.

**Person responsible for monitoring outcome**

Jim Kiblinger - kiblingerj@pcsb.org & Carol McNeal - mcnealc@pcsb.org

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The Science team will utilize data to interact with our science students' content mastery of approved district materials. 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:**

Identifying student's current level towards mastery of benchmarks is critical to giving timely feedback to students and teachers for small group work. Planning for "high leverage strategy action steps" by each instructor will help ensure at targeted best standards remediation is present. Continuous progress monitoring, including the use of cycle assessments 1, 2 & 3 will help give targeted 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Sustained performance growth will continue as teachers integrate the "Biology Brain Builders" to structure conversations and build necessary skills for stimulus-heavy questions. Teachers will use the Scientific Thinking Protocols for deepening thinking. Teachers will use Leading with the Lab to anchor the learning. These steps 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.

**Person Monitoring:**

Jim Kiblinger - kiblingerj@pcsb.org & Carol McNeal - mcnealc@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:**

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). Plan action steps related to identified areas of strength or areas identified as weaknesses will be done at the biology regularly team's meeting. This will be very helpful with the team support for all of the biology team.

### **Action Step #2**

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). Plan action steps related to identified areas of strength or areas identified as weaknesses will be done at the biology regularly team's meeting. This will be very helpful with the team support for all of the biology team.

#### **Person Monitoring:**

Jim Kiblinger - kiblingerj@pcsb.org & Carol McNeal - mcnealc@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:**

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 #3**

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.

#### **Person Monitoring:**

Jim Kiblinger kiblingerj@pcsb.org & Carol McNeal - mcnealc@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:**

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

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.

---

Our current level of performance is 74%, a decrease of 10% from the 2023-24 school year. This is still above the district average (67%) and state average (71%). We will achieve our student increase goal of 10% by utilizing The Five Essentials of Effective Instruction to raise achievement for each



student. Formative assessment data will continuously inform teachers of their students' progress allowing them to develop remediation plans for small groups or spiraled review for student mastery and benchmark proficiency.

### **Measurable Outcome**

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.

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The percentage of students demonstrating proficiency on the US History End of Course Exam will increase from 74% to at least 84% to match the EOC proficiency level from the 23-24 school year.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Both teachers and students will track students' progress toward mastery of the course content and benchmark-level data. PLCs will be held twice a month and focused on data driven planning based on cycle assessment data and AVID instructional practices. Formative and summative assessment data will be analyzed to identify areas of improvement based on benchmarks. Instructors will use this information for developing ongoing remediation and acceleration for students that are benchmark specific. Data analysis and instructional planning that focuses on specific benchmarks where improvement is needed will help to achieve the 10% student increase.

### **Person responsible for monitoring outcome**

Jim Kiblinger - kiblingerj@pcsb.org - Kim Leitold - leitoldk@pcsb.org & Malcolm Moore - mooremal@pcsb.org

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Teachers will implement the 5 Essentials of Effective Instruction, Non-Negotiable "Look-Fors". These include Cognitive Engagement with Content, Writing to Learn, Formative Assessment with Feedback, Academic Discourse, and Close Reading with Annotation Strategies. These strategies activate prior knowledge, stimulate critical thinking, and deepen understanding of core content. Students will engage in active learning through writing and utilizing tools to organize their thoughts. These essential instructional strategies facilitate the exchange of student ideas and development of academic vocabulary that increase comprehension. Teachers ask students higher order thinking questions using structures that provide them with the opportunity to formulate a response. The protocols include Historical Connections Protocol, Historical Talking Protocol, Historical Thinking

Protocol, and Document Analysis Protocol. Teachers are focused on students' learning and are responsive to the needs of all students.

**Rationale:**

Teachers use the Five Essentials of Effective Instruction to Increase student outcomes and continuously utilize student data to develop review, and remediation plans to increase student's achievement. Each teacher uses all available data to drive decisions about daily instruction and tier interventions to ensure that each student is making progress. Students in the grade band color yellow and red for US History classes will receive regular feedback and participate in reteaching opportunities and ELP for remediation. The goal is that at least 84% of all US History students will score in the light green and green which is at or above proficiency.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Professional development opportunities will be offered to instructors featuring student engagement and cognitively complex tasks. Students receiving a D or F for a social studies class will be recommended to participate in ELP for remediation. Students achieving a C grade on cycle exams will be encouraged to attend ELP for assistance in meeting their goals. In addition, all students receiving grades of C, D, and F will be invited to after-school tutoring and Academic Saturday School sessions. The goal is that 75% of all Social Studies students earn C's or higher for the formal grading periods. This will be monitored quarterly.

**Rationale:**

Current student performance continues to be above state and district level. Continue to improve the level of proficiency for Social Studies Students. The goal is to increase student proficiency on all progress monitoring assessments and formal grading including AP students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Teachers participate in PLCs twice a month. Each participant comes prepared and engages in the work to ensure lessons consistently reflect standards aligned to tasks and drive students thinking around content and skills. Prior to the meeting each teacher examines benchmark data, formative and summative data for the class as well as individual students. Conversations focus on developing intervention plan/s as needed.

**Person Monitoring:**

Jim Kiblinger kiblingerj@pscb.org, Kim Leitold - leitoldk@pscb.org & Malcolm Moore - mooremal@pscb.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:**

Teachers and Administration will monitor data results including student work samples, formative and benchmark assessments. Teaching is focused on students' learning and is responsive to the needs of the students. Teachers check for understanding, provide actionable feedback to students, and adjust lessons to meet the needs of each learner.

**Action Step #2**

Teachers attend DWT professional development during preschool to have a clear understanding of the Five Essentials of Effective Instruction, the Historical Protocols, and the use of district recourses. Teachers meet to plan how they will integrate and utilize all Five Essentials of Effective Instruction and the Historical Protocols into their daily lesson plans.

**Person Monitoring:**

Jim Kiblinger kiblingerj@pscb.org, Kim Leitold - leitoldk@pscb.org & Malcolm Moore - mooremal@pscb.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:**

Teachers and Administration will monitor data results including student work samples, formative assessments, unit mini assessments and benchmark assessments to make decisions about daily instruction and tier interventions.

**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**

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.

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**

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**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Continued work with our AP staffing, instructional delivery and use of non-negotiable College Board resources will be used. These will be monitored for use and progress throughout the school year. 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 & M. Jane Lucas - lucasm@pcsb.org

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

College and Career Readiness will increase students' Cape certification passes, AP or Dual Enrollment by a minimum of 10% pass rate over the 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

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.

**Person Monitoring:**

Jim Kiblinger - kiblingerj@pcsb.org & M. Jane Lucas - lucasm@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:**

Student scheduling of courses Advanced Placement, dual enrollment and industry certification courses have been increased. A new focus on AP prep and curriculum delivery will be worked on with

the AP instructional team and with the "AP Classroom". Based on the contributing factors and strategies identified to accelerate learning, Staff have been realigned for with course scheduling and with industry certifications for improved student performance and course/certification teamwork. Staff's PDs will focus on specific area of accelerated instruction. Even two of our district application program courses have been aligned with the Pinellas Technical College for dual enrollment credits for our 2nd - 4th year students. Course scheduling has been set to increase all honors course offerings and cut back on the regular course offerings. This will increase our student's 9th to 11th grade population's instructional rigor, like our pre-AP course offerings. This will prep them for their current and future accelerated courses in AP and dual enrollment courses.

## **Area of Focus #6**

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

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **Area of Focus Description and Rationale**

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.

The percent of Black/African American students to continue to achieve an increased ELA proficiency as this area as growth each year from 31% in the 21-22 school year to a 44% with the last measured ELA score in the 23-24 school year profile report. We will continue to achieve an increase in our Mathematics (Alg.1) proficiency as we have grown in proficiency from 16% in the 21-22 school year to 37% from the 23-24 school year profile report.

#### **Measurable Outcome**

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 focus is to increase tics scores to above 60% in ELA (current is at 44% overall) and also 60% in Mathematics (current is at 51% overall). Also, there will be added focus on student progression to move up successfully from their current level to the next, especially level 2's to level 3's. Positive learning gains, that produce more student passing areas.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The dedicated, and at least one class period per week, will be dedicated to use our district approved resources. These sessions will be used to measure mastery and understanding of the standards, as well as a review and remediation tool. Instruction will be actively using the resources provided by district leadership and using the provided assessments as data measuring tools for student monitoring. Cycle assessment data and other formative assessments will be key measures in

determining student growth and 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, Chris Settle - settlec@pcsb.org, & Amanda Cummings - cummingsam@pcsb.org

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Provide targeted professional development and coaching to teachers and leaders on department relevant strategies to increase engagement and improve pass rates and grade point averages for Black/African American students.

**Rationale:**

The district bridging the gap plan's professional development for staff in our core education areas to provide equity as a vehicle to improving the success rate of Black/African American students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Invite all Black/African American students that are behind in credits and/or have not passed EOC's required for graduation to participate in the ELP program. These are weekly after-school sessions and on one Saturday session each quarter.

**Person Monitoring:**

Jim Kiblinger - kiblingerj@pcsb.org, Chris Settle - settlec@pcsb.org, & Amanda Cummings - cummingsam@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:**

Support teachers by providing professional development, like AVID strategies and check on building relationships and sharing student data with Black/African American families.

**Action Step #2**

Ensure that all Black/African American students who show potential to succeed in an AP or Dual Enrollment courses are scheduled into an appropriate course and provided supports.

**Person Monitoring:**

**By When/Frequency:**

Jim Kiblinger - kiblingerj@pcsb.org, Chris Settle - On going throughout the school year.  
settlec@pcsb.org, & Amanda Cummings -  
cummingsam@pcsb.org

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

Professional development related to teaching and engaging students through student-centered lessons with rigor. This will also be supported with our weekly after-school sessions and on one Saturday session each quarter.

## **IV. Positive Learning Environment**

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### **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 discipline referrals were issued in the 2024-25 school year were reviewed. 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 percentage of student referrals for skipping will be reduced the disciplines from the 24-25 school by 10% less at the end of the 25-26 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**

Jim Kiblinger - kiblingerj@pcsb.org & Kim Leitold - leitoldk@pcsb.org

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

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

**Rationale:**

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.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**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:**

Jim Kiblinger kiblingerj@pcsb.org, & Kim Leitold - leitoldk@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:**

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:**

**By When/Frequency:**

Jim Kiblinger [kiblingerj@pscb.org](mailto:kiblingerj@pscb.org), & Kim Leitold - On going throughout the school year.  
[leitoldk@pcsb.org](mailto:leitoldk@pcsb.org)

**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.



## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

#### 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections



1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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