

Pinellas County Schools

DUNEDIN HIGHLAND MIDDLE 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

Dunedin Highland Middle School will establish a collaborative working relationship with our communities, demonstrate respect and pride on behalf of all diverse cultural and socio-economic backgrounds, and strive for 100% student success.

Provide the school's vision statement

Dunedin Highland Middle School will close the achievement gap to ensure that all scholars are prepared for college and career success.

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

Brandon Glenn

glennbr@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Math Content Administrator.

Leadership Team Member #2

Employee's Name

Joanna Bernal

Bernalj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Gifted Administrator and ELA content administrator.

Leadership Team Member #3

Employee's Name

Erika Sun

Sune@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Science Content Administrator.

Leadership Team Member #4

Employee's Name

William Muhlstadt

Muhlstadtw@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Studies Content Administrator.

Leadership Team Member #5

Employee's Name

Melissa Forsythe

Forsythem@pcsb.org

Position Title

Math Instructional Coach

Job Duties and Responsibilities

Math Department Instructional Specialist.

Leadership Team Member #6

Employee's Name

Kayley Olles

OllesK@pcsb.org

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

Literacy Instruction Content Specialist

Leadership Team Member #7

Employee's Name

Kathleen Earle

EarleK@pcsb.org

Position Title

Literacy Department Head

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Michelle Emry

EmryM@pcsb.org

Position Title

Science Department Head

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Douglas Williams

Williamsdou@pcsb.org

Position Title

Elective Department Head

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10**Employee's Name**

Daniel McLauchlan

MCLAUCHLAND@pcsb.org

Position Title

Social Studies Department Head

Job Duties and Responsibilities

No Answer Entered

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.

All community stakeholders have met and analyzed our current performance data and trends. We also met and discussed current goals and how we are performing to meet our goals. While analyzing data and current goals. All stakeholders have given valuable feedback and created researched based interventions to help DHMS continue to strive for excellence.

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)).

Dunedin Highland Middle School SIP will be monitored through PLC'S, ILT meetings, SBLT meetings,

and SAC meetings. During these meetings we will analyze data and address trends that we may encounter as a barrier to create systematic change.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

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
	K	1	2	3	4	5	6	7	8	
School Enrollment							342	277	310	929
Absent 10% or more school days							82	40	54	176
One or more suspensions							11	35	44	90
Course failure in English Language Arts (ELA)							4	10	7	21
Course failure in Math							4	9	6	19
Level 1 on statewide ELA assessment							40	43	2	85
Level 1 on statewide Math assessment							38	24	24	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							20	44	45	109

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							6	3	4	13
Students retained two or more times							6	2		8

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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							69	45	50	164
One or more suspensions							26	28	37	91
Course failure in English Language Arts (ELA)							10	31	24	65
Course failure in Math							34	35	24	93
Level 1 on statewide ELA assessment							61	39	45	145
Level 1 on statewide Math assessment							51	30	45	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							66	43	59	168

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							47	29	16	92
Students retained two or more times							6	2	2	10

2. Grades 9-12 (optional)

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.

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*	70	60	58	59	55	53	58	49	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	72	59	59	61	58	56			
ELA Lowest 25th Percentile	58	52	52	51	53	50			
Math Achievement*	75	65	63	65	61	60	62	58	56
Math Learning Gains	74	60	62	70	61	62			
Math Lowest 25th Percentile	65	59	57	61	59	60			
Science Achievement	70	59	54	55	52	51	52	48	49
Social Studies Achievement*	83	79	73	75	75	70	69	69	68
Graduation Rate									
Middle School Acceleration	98	84	77	92	80	74	86	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	48	49	53	32	44	49	30	38	40

*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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	713
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	62%	61%	45%	48%		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	48%	No		
English Language Learners	52%	No		
Asian Students	90%	No		
Black/African American Students	59%	No		
Hispanic Students	65%	No		
Multiracial Students	84%	No		
White Students	81%	No		
Economically Disadvantaged Students	63%	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	70%		72%	58%	75%	74%	65%	70%	83%	98%			48%
Students With Disabilities	32%		50%	45%	40%	57%	49%	51%	66%				42%
English Language Learners	42%		61%	57%	47%	64%	69%	26%	52%				48%
Asian Students	94%		93%		93%	83%		80%	89%	95%			
Black/African American Students	40%		55%	56%	50%	59%	54%	47%	73%	100%			
Hispanic Students	60%		64%	49%	65%	69%	69%	59%	73%	94%			47%
Multiracial Students	83%		85%		81%	73%	80%	81%	90%	100%			
White Students	82%		78%	68%	86%	82%	67%	82%	88%	99%			
Economically Disadvantaged Students	54%		64%	60%	60%	63%	59%	51%	74%	96%			49%
07/2025													

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	59%		61%	51%	65%	70%	61%	55%	75%	92%			32%
Students With Disabilities	10%		40%	48%	14%	49%	53%	6%	38%				23%
English Language Learners	16%		44%	47%	23%	43%	38%	13%	58%	60%			32%
Asian Students	87%		64%		95%	89%		89%	90%	90%			
Black/African American Students	28%		49%	51%	32%	58%	60%	24%	57%	83%			
Hispanic Students	43%		52%	51%	52%	55%	45%	39%	72%	83%			31%
Multiracial Students	66%		65%		71%	79%		56%	85%	88%			
Pacific Islander Students	55%				64%	82%							
White Students	78%		71%	49%	84%	79%	69%	72%	83%	95%			
Economically Disadvantaged Students	42%		47%	44%	49%	62%	57%	35%	68%	80%			32%

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	58%				62%			52%	69%	86%			30%
Students With Disabilities	24%				26%			18%	16%				24%
English Language Learners	27%				43%			11%	32%				37%
Asian Students	90%				95%			93%	100%	91%			
Black/African American Students	28%				29%			14%	37%				
Hispanic Students	45%				52%			38%	55%	71%			39%
Multiracial Students	69%				62%			50%	79%	90%			
Pacific Islander Students	64%				69%								
White Students	72%				77%			70%	84%	89%			
Economically Disadvantaged Students	40%				46%			31%	55%	77%			33%

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	6	70%	61%	9%	60%	10%
ELA	7	68%	59%	9%	57%	11%
ELA	8	72%	59%	13%	55%	17%
Math	6	65%	63%	2%	60%	5%
Math	7	30%	33%	-3%	50%	-20%
Math	8	75%	64%	11%	57%	18%
Science	8	69%	58%	11%	49%	20%
Civics		82%	78%	4%	71%	11%
Algebra		97%	59%	38%	54%	43%
Geometry		100%	53%	47%	54%	46%

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?

The data component that showed the most improvement is our Science scores. We increased from 57% proficiency to 70% proficiency. This was due to our intentional planning and coteaching of lesson with activities that aligned to the standards. We utilized our cycle data to target the standards the students needed additional support on. During this time, we also spiraled in the standards in bell work and through small group rotations. We also invited students to our targeted 1st period intervention program based upon Cycle 2 and Cycle 3 Mock SSA performance. Students were tested weekly on the remediation standards with mini-assessments.

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 performance is our 8th grade Science SSA data. Although we increased by 13 percentage points to 70% proficiency, this still was our lowest performing data component. Science has typically been one of our lowest categories. Our teachers have been teaching to a broader scope - beyond the scope of the standards and benchmarks - which impacts our student's ability to conceptualize the pertinent information in the class. During the 24-25 school year, our teachers worked incredibly hard to narrow the scope of their instruction, which resulted in the vast improvement seen this year. During the 25-26 school year, we will continue to improve explicit standards and benchmark alignment in our standards.

Greatest Decline

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

Dunedin Highland Middle School greatest decline was out amount of office referrals generated by students. In the 23-24 school year we generated a total of 854 office referrals. In the 24-25 school year we generated 580 referrals. This is a 274-referral decrease. The factors that contributed to this decline was more restorative practices and implementation of a minor infraction referral system.

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.

The component with the greatest gap is our 7th grade math assessment. Only 30% of our students attained proficiency in comparison to the states 50% proficient.

The 7th grade students in Pinellas County who sit for the Grade 7 state exam are those who were not programmed for the accelerated math track. 7th grade students who have previously attained proficiency on state level exams are placed on the accelerated math track during which they take the 8th grade math assessment at the end of their 7th grade year.

Overall, our percentage of proficient students in Grade 7 math has increased over the past three years. Therefore, we are trending in the correct direction to move more students onto grade level proficiency in 7th grade math.

EWS Areas of Concern

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

Potential area of concern 1: 82 incoming 6th grade students (out of 342) have been absent for 10% or more school days during the previous school year. We will be intentional about addressing attendance strategies during CST meetings. We will also pull the list of specific students who are absent and proactively provide targeted attendance interventions.

Potential area of concern 2: We will work on decreasing the number of students who have been suspended for one or more days off campus. During MTSS meetings, we will work on alternative forms of discipline and wraparound supports to decrease the number of out of school suspensions issued.

Highest Priorities

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

1. Increase our students with disabilities proficiency level in all tested subjects.
2. Decrease out of school suspensions and our school's risk ratio.
3. Increase our Grade 6 L25 student proficiency from 23% to 28% in Math.
4. Increase our 8th grade Science SSA proficiency.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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 goal for the 2025-26 school year focuses on preparing our teachers to ensure every student is receiving the quality education and differentiated instruction necessary to move on to the next grade level with the tools needed to be successful.

Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating learning gains compared to the previous year. We will achieve this by ensuring our teachers receive multiple instances of professional development and engage in professional learning communities promoting standards-based planning, differentiating instruction and collaborative structures so each student is getting the instruction and support they need.

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.

Currently, across all grade levels, our Students with Disabilities are 23.5% proficient in ELA and 27.1% proficient in Math during the 24-25 school year. We seek to improve these proficiency numbers to 30% and 35% respectively through targeted interventions and wraparound supports.

Monitoring

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

ESE Assistant Principal, Literacy and Math Coaches, ELA and Math Department Chairs, SDI teachers, and core instructional teachers will monitor SWD performance during and following each module.

Teachers and coaches will create individual data dashboards for students with disabilities after each module and analyze the data to identify benchmarks for targeted remediation and lesson planning.

The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent analysis (Performance Tasks and FAST Progress Monitoring 1 and 2).

Person responsible for monitoring outcome

JoAnna Bernal

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:

Standards-based planning using data driven decisions.

Rationale:

Using student data to include 504, ESE, ELL and assessment data, standards-based planning can occur to meet all students' needs. In the classroom, small groups allow teachers to differentiate and scaffold as needed while collaborative structures keep students engaged.

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

No

Description of Intervention #2:

Differentiating and scaffolding to meet the needs of all learners with an emphasis on small group instruction.

Rationale:

Learning is not one size fits all, so it is imperative that teachers understand their students as individuals and plan accordingly to meet their needs. Differentiated and scaffolded instruction increases student engagement and confidence by allowing them to work in their zone of proximal development. By scaffolding instruction, teachers are able to facilitate student-learning that is still rigorous and helps even struggling students to feel successful and see their own growth.

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

No

Description of Intervention #3:

Using and implementing collaborative structures in the classroom.

Rationale:

Through collaborative learning, students can improve their critical thinking and problem-solving skills by working with their peers. Students can engage in conversations that promote diverse perspectives and communication in order to deepen their understanding of the content. By working in collaborative groups, teachers are able to facilitate the learning, rather than simply lecture. When students are involved in their learning process, they take ownership of their learning and engagement is increased.

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

Using student data on performance tasks and assessments to drive standards-based instruction.

Person Monitoring:

Joanna Bernal

By When/Frequency:

Following each performance task / unit assessment

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

Teachers and instructional coaches will create individual data dashboards after each module or assessment and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis (Performance Tasks and FAST Progress Monitoring).

Action Step #2

Increase teacher participation in professional development.

Person Monitoring:

Department Heads, supervising administrators for Math and ELA

By When/Frequency:

Quarterly

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

The instructional coaches will provide math and ELA teachers with professional development focused on data analysis and standards-based planning through traditional and novel formats (PD in a box, self-paced virtual PD, etc.) to increase engagement and accessibility. Additionally, the instructional coaches, department chairs, and supervising administrators will incentivize teachers' participation in school-based and district-wide PD opportunities. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #3

Using Module Performance Tasks to drive standards-based instruction.

Person Monitoring:

Person Monitoring: ELA Assistant Principal, Literacy Coach, ELA Department Chair, and ELA teachers

By When/Frequency:

Following each module

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

Teachers and literacy coach will download performance task data into individual data dashboards after each module and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis (Performance Tasks and FAST Progress Monitoring).

Action Step #4

Increase student engagement

Person Monitoring:

Supervising administrators and instructional coaches

By When/Frequency:

Weekly

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

Teachers will plan targeted scaffolds to provide all students with the necessary tools to be successful with rigorous tasks, building self-efficacy, resulting in increased student engagement. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #5

Student-centered lessons

Person Monitoring:

Supervising administrators and instructional coaches

By When/Frequency:

Weekly

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

Teachers will consistently provide students with opportunities to grapple with grade-level tasks independently and collaboratively by acting as facilitators of learning, enabling students to take ownership of their learning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Area of Focus #2

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 goal for the 2024-25 school year focuses on preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating learning gains compared to the previous year. We will achieve this by ensuring our teachers receive multiple instances of professional development and engage in professional learning communities promoting standards-based planning, differentiating instruction and collaborative structures so each student is getting the instruction and support they need.

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.

Our current level of performance is that 70% of our students are reaching proficiency in English Language Arts, as evidenced in the 2025 FAST ELA. We expect our performance level to be 75% proficient on the 2026 FAST ELA.

Monitoring

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

ELA Assistant Principal, Literacy Coach, ELA Department Chair, and ELA teachers will monitor following each module. Teachers and literacy coach will download performance task data into individual data dashboards after each module and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis (Performance Tasks and FAST Progress Monitoring).

Person responsible for monitoring outcome

JoAnna Bernal

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:

Differentiating and scaffolding to meet the needs of all learners with an emphasis on small group instruction.

Rationale:

Learning is not one size fits all, so it is imperative that teachers understand their students as individuals and plan accordingly to meet their needs. Differentiated and scaffolded instruction increases student engagement and confidence by allowing them to work in their zone of proximal development. By scaffolding instruction, teachers are able to facilitate student-learning that is still rigorous and helps even struggling students to feel successful and see their own growth.

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

No

Description of Intervention #2:

Using and implementing collaborative structures in the classroom.

Rationale:

Rationale: Through collaborative learning, students can improve their critical thinking and problem-solving skills by working with their peers. Students can engage in conversations that promote diverse perspectives and communication in order to deepen their understanding of the content. By working in collaborative groups, teachers are able to facilitate the learning, rather than simply lecture. When students are involved in their learning process, they take ownership of their learning and engagement is increased.

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

Using Module Performance Tasks to drive standards-based instruction.

Person Monitoring:

JoAnna Bernal

By When/Frequency:

Following each module

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

Teachers and literacy coach will download performance task data into individual data dashboards after each module and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis (Performance Tasks and FAST Progress Monitoring).

Action Step #2

Increase teacher participation in professional development.

Person Monitoring:

JoAnna Bernal

By When/Frequency:

Quarterly

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

The literacy coach will provide ELA teachers with professional development focused on data analysis and standards-based planning through traditional and novel formats (PD in a box, self-paced virtual PD, etc.) to increase engagement and accessibility. Additionally, the literacy coach, ELA department chair, and ELA Assistant Principal will incentivize teachers' participation in school-based and district-wide ELA PD opportunities. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #3

Using Module Performance Tasks to drive standards-based instruction.

Person Monitoring:

Person Monitoring: ELA Assistant Principal, Literacy Coach, ELA Department Chair, and ELA teachers

By When/Frequency:

Following each module

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

Teachers and literacy coach will download performance task data into individual data dashboards after each module and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis (Performance Tasks and FAST Progress Monitoring).

Action Step #4

Increase student engagement

Person Monitoring:

ELA Assistant Principal, Literacy Coach

By When/Frequency:

Weekly

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

Teachers will plan targeted scaffolds to provide all students with the necessary tools to be successful

with rigorous tasks, building self-efficacy, resulting in increased student engagement. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #5

Increase teacher participation in professional development.

Person Monitoring:

Person Monitoring: ELA Assistant Principal,
Literacy Coach, ELA Department Chair

By When/Frequency:

Quarterly

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

The literacy coach and ELA department chair will provide ELA teachers with professional development focused on collaborative structures through traditional and novel formats (PD in a box, self-paced virtual PD, etc.) to increase engagement and accessibility. Additionally, the literacy coach, ELA department chair, and ELA Assistant Principal will incentivize teachers' participation in school-based and district-wide ELA PD opportunities. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #6

Student-centered lessons

Person Monitoring:

ELA Assistant Principal, Literacy Coach

By When/Frequency:

Weekly

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

Teachers will consistently provide students with opportunities to grapple with grade-level texts and tasks independently and collaboratively by acting as facilitators of learning, enabling students to take ownership of their learning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Area of Focus #3

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.

Our goal for the 2025-26 school year focuses on preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating learning gains compared to the previous year. We will achieve this by ensuring our teachers receive multiple instances of professional development and engage in professional learning communities promoting standards-based planning, differentiating instruction and collaborative structures so each student is getting the instruction and support they need.

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.

Currently, 75% of our students are reaching proficiency in Math, as evidenced in the 2025 FAST assessment. We expect our performance level to be 78% proficient on the 2026 FAST Math.

Monitoring

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

Areas of focus will be monitored through classroom walkthroughs, PLCs, and FAST PM data.

Person responsible for monitoring outcome

Math supervising administrator, Math Instructional Coach

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:

Standards-based planning using data driven instruction

Rationale:

Using student data to include 504, ESE, ELL and assessment data, standards-based planning can occur to meet all students' needs. In the classroom, small groups allow teachers to differentiate and scaffold as needed while collaborative structures keep students engaged.

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

No

Description of Intervention #2:

Differentiating and scaffolding to meet the needs of all learners with emphasis on small group learning and student-led instruction.

Rationale:

Differentiating and scaffolding, especially within small group and student-led learning, is crucial for creating inclusive and effective learning environments. It ensures that all students, regardless of their diverse needs and learning styles, can access and engage with the curriculum, leading to improved understanding, confidence, and academic achievement.

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

No

Description of Intervention #3:

Implementing collaborative structures in the classroom

Rationale:

Implementing collaborative structures in the classroom involves designing activities that encourage students to work together to achieve common learning goals. This can be achieved through various strategies like Think-Pair-Share, jigsaw activities, or group projects, all of which promote communication, problem-solving, and peer learning. Effective implementation requires clear learning objectives, structured activities, and a focus on building collaboration skills. These will help our students become successful.

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

Use FL DOE B1G-M to drive standards-based planning and instruction.

Person Monitoring:

Principal Brandon Glenn and Melissa Forsythe

By When/Frequency:

Weekly

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

Each week teachers will review classroom data and common plan in their content PLC's. They will collaborate to create Learning intentions, success criteria, engaging tasks. Success will be monitored via exit tickets and unit assessments.

Action Step #2

Use student surveys, data chats, and exit tickets to differentiate and scaffold learning to meet the needs of all students.

Person Monitoring:

Principal Brandon Glenn and Melissa Forsythe

By When/Frequency:

Quarterly

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

During planning teachers will use the B1G-M and their previous experience to proactively plan for differentiation and scaffolding with an emphasis on small groups.

Action Step #3

Increase teacher involvement and follow up with student engagement/collaborative structure PD.

Person Monitoring:

Principal Brandon Glenn and Melissa Forsythe

By When/Frequency:

Quarterly

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

Teachers will receive focused Professional Development student engagement and collaborative structures. Additionally, they will be asked to demonstrate/model at least 1 structure learned from their professional development the week following their professional development, which will be monitored by an administrator using walkthroughs. During the next PLC teachers will reflect and discuss what worked, what didn't, what new they would like to try, and how they can continue to improve their practice.

Area of Focus #4

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.

Our goal for the 2025-26 school year focuses on preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating learning gains compared to the previous year. We will achieve this by ensuring our teachers receive multiple instances of professional development and engage in professional learning communities promoting standards-based planning, differentiating instruction and collaborative structures so each student is getting the instruction and support they need.

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.

Our current level of performance is that 70% of our students are reaching proficiency in Science, as evidenced in the 2025 Science SSA. We expect our performance level to be 73% proficient on the 2026 SSA.

Monitoring

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

Areas of focus will be monitored through classroom walk throughs, PLC's and FAST data with feedback on specific standards that students miss through assessments.

Person responsible for monitoring outcome

Erika Sun

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:

Standards based planning using data-driven decisions. Teachers will utilize the data to intentionally plan lesson which will focus on the specific things that need to be taught within the standard.

Teachers will plan in depth lesson to enhance cognitive thinking skill to gain a deeper understanding.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Differentiating and scaffolding to meet the needs of all learners with an emphasis on small group instruction.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Using and Implementing Collaborative Structures in the classroom.

Rationale:

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

Using Performance Matters End of year and Quarterly Tests to drive standards-based instruction.

Person Monitoring:

Science Assistant Principal, Science Department Chair, and Science teachers

By When/Frequency:

Beginning of the year and following each quarterly test

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

Teachers will download performance matters benchmark data for individual student data tracking and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis.

Action Step #2

Increase teacher participation in professional development.

Person Monitoring:

Science Assistant Principal, Science Department Chair

By When/Frequency:

Quarterly

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

The district will provide science teachers with professional development focused on data analysis and standards-based planning through traditional and novel formats (Just in Time, self-paced virtual PD,

etc.) to increase engagement and accessibility. Additionally, the science department chair, and science Assistant Principal will incentivize teachers' participation in school-based and district-wide science PD opportunities. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #3

Utilizing and implementing collaborative structures to plan standards-based instruction that addresses benchmark remediation.

Person Monitoring:

Science Assistant Principal, science Department Chair

By When/Frequency:

Monthly

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

Administrators monitor and support the implementation of the use of grade-appropriate complex texts and connected tasks, utilizing additional resources. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis.

Action Step #4

Increase student engagement

Person Monitoring:

Science Assistant Principal

By When/Frequency:

For each module or unit

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

Teachers will consistently provide students with collaborative activities and/or hands-on learning opportunities, provide grade-level texts and tasks independently and collaboratively by acting as facilitators of learning, enabling students to take ownership of their learning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #5

Teaching to the depth and breadth of the standards using the specifications manual

Person Monitoring:

Erika Sun

By When/Frequency:

Weekly

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

Teachers and instructional leads will be utilizing the specifications manual and additional teaching & learning resources to guide the instructional planning and data analysis at our school. This is to ensure necessary adjustments are made within our 6th - 8th grade science instruction taking place, and narrow the scope of teacher instruction to target NGSS standards.

Area of Focus #5

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 goal for the 2025-26 school year focuses on preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving our overall proficiency percentage of students meeting their grade level standard of the Civic EOC. We will achieve this by ensuring our teachers receive multiple instances of professional development and engage in professional learning communities promoting standards-based planning, differentiating instruction and collaborative structures so each student is getting the instruction and support they need.

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.

Our current level of performance is that 83% of our students are reaching proficiency in Civics, as evidenced in the 24-25 Civics EOC. We expect our performance level to increase by 3% to 86% proficient on the 25-25 Civics EOC.

Monitoring

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

Areas of focus will be monitored through classroom walk throughs, PLC's, FAST data, and cycle assessments.

Person responsible for monitoring outcome

Assistant Principal over Social Studies

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:

Standards based planning using data-driven decisions. Lesson planned with the level of complexity that deepens students' standards and exposes them to on grade level content. Teachers will engage students into data conversations alongside analyzing student data trends.

Rationale:

Standard based lesson planning is critical identifying the standards that students have performed well on or may need additional support in. We will use the different data sources to monitor and track student performance and intentionally plan lesson that enriches or support specific standards.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Differentiating and scaffolding to meet the needs of all learners with an emphasis on small group instruction.

Rationale:

Differentiation and scaffolding will be utilized to create small group instruction and scaffold the content that the students may need additional support on and well as provide enrichment opportunities for students to accelerate and gain a deeper understanding. Small group instruction will provide the space for all students to receive critical instruction.

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

No

Description of Intervention #3:

Using and Implementing Collaborative Structures in the classroom.

Rationale:

Collaborative structures are critical in having the students learn from one another along with shared accountability for learning in the classroom. Each student will have specific roles and responsibilities in their groups while utilizing the collaborative structures in the classroom. Groups will be derived from how students perform on standards and the teacher will have the opportunity to work with multiple small groups in the classrooms.

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

Using Performance Matters End of year and Quarterly Tests to drive standards-based instruction.

Person Monitoring:

AP over Social Studies

By When/Frequency:

Quarterly

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

Teachers will download performance matters benchmark data for individual student data tracking and analyze the data to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through data gathered from walk-throughs, observations, and subsequent data analysis.

Action Step #2

Increase teacher participation in professional development.

Person Monitoring:

Assistant Principal

By When/Frequency:

Quarterly

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

step:

The district will provide Social Studies teachers with professional development focused on data analysis and standards-based planning to increase engagement and accessibility. Additionally, the Social Studies department chair, and Social Studies Assistant Principal will incentivize teachers' participation in school-based and district-wide Social Studies PD opportunities. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

In 2024-2025, Black students received 51.8 % of all disciplinary referrals but make up 20.3 % of the student population. 220 unique students generated 577 office discipline referrals for the school year. Of those 220 unique students, 95 were black, meaning about 43.2% of the unique students generating the referrals were black.

In 2024-2025, there were 224 total out-of-school suspensions assigned to 132 unique students. Of the 132 unique students, 65 were black, which equates to 49.2% of the out-of-school suspensions.

The 2025-2026 goal is to reduce the number of referrals and out-of-school suspensions generated by Black students from 43% and 49.2% for office discipline referrals and out-of-school suspensions respectively to 39% and 41% to align more proportionally with the Black student enrollment (20.3%).

If DHMS reduces the percentage of referrals and out-of-school suspensions to align more proportionally with the student population, the risk ratio for black students will be closer to 1.0 for both office discipline referrals and out-of-school suspensions.

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 2025-2026 goal is to reduce the number of referrals and out-of-school suspensions generated by Black students from 43% and 49.2% for office discipline referrals and out-of-school suspensions

respectively to 39% and 41% to align more proportionally with the Black student enrollment (20.3%).

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.

Monitoring will take place through the PBIS/MTSS process in three-fold.

Tier 1: A minor/major referral system will be implemented for the 2025-2026 SY to better support our learners in meeting the tier 1 expectations and reduce the number of students generating referrals. Problem-solving worksheets will be implemented through monthly SBLT meetings. The facilitator of SBLT will send bi-weekly progress reports to the SBLT members, which will include referral incidents, locations (i.e., classroom, cafeteria), disciplinary actions, and current risk ratio, all by subgroup, including ethnicity, ELL, ESE, and 504 Status. Each month, SBLT will review the data and evaluate if the PSW is working or needs modification. The goal is to reduce the number of Black students generating office discipline referrals and out-of-school suspensions for Black students, so this will be a key point of data in the monthly meetings.

Additional Tier 1 data monitoring will take place in the bi-weekly PBIS meetings. The PBIS team will look at the weekly or bi-weekly reports as noted above. The PBIS team will also analyze data points such as students receiving/not receiving PBIS points, teachers awarding/not awarding PBIS points, alignment of points to the tier 1 expectations, etc. Do students want points? Is the system meeting their needs?

Tier 2/3: Students who not meeting expectations and continually come up in the data reports for Tier 1 will be referred to the Tier 2/3 team, which is our MTSS team. This team will implement interventions and document their progress on PSWs for groups of students who are not meeting behavioral expectations and put interventions in place to help them succeed.

Person responsible for monitoring outcome

William Muhlstadt

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:

DHMS will focus on developing its PBIS framework to incorporate the work of Dr. Sharroky Hollie, specifically his strategy to Validate, Affirm, Build, and Bridge (V.A.B.B.) at the Tier 1 level. This strategy is a way to show students that we value them and acknowledge that they bring unique knowledge and skills through their lived experiences to school and the learning environment, all while

connecting those experiences to the context of academia. Teachers (who have not already attended the V.A.B.B. PD and/or want a refresher) will receive PD in the implementation V.A.B.B. when redirecting students using sentence starters and through practicing real scenarios that commonly occur in classrooms/on campus. As stated in the Monitoring section above, we will collect and monitor data threefold through SBLT, PBIS, and MTSS teams. Additional data to be collected: Attendance data for each grade level and monitoring for improvement/changes (biweekly in MTSS/ CST) Student survey data (collecting perceptions of PBIS rewards, morning meetings, feelings of belonging, etc.) (quarterly)

Rationale:

PBIS is an evidence-based, three-tiered framework designed to create schools that support everyone. Our current PBIS system, based on the data presented in the section titled “Area of Focus Description and Rationale” is not serving all students effectively. In fact, it is failing to support our Black students at a disproportionate rate compared to their population. By integrating V.A.B.B. into our practices when teaching and reteaching Tier 1 expectations we will decrease moments of student disaffection and increase the sense of belonging at DHMS. This will decrease the number of office discipline referrals generated by Black 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

SBLT

Person Monitoring:

William Muhlstadt

By When/Frequency:

Monthly and Bi Weekly

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

Monthly – SBLT meetings to problem solve behavior/discipline on campus. Problem-solving worksheets will be implemented through monthly SBLT meetings. The facilitator of SBLT will send weekly or bi-weekly progress reports to the SBLT members, which will include referral incidents, locations (i.e classroom, cafeteria), disciplinary actions, and current risk ratio, all by subgroup, including ethnicity, ELL, ESE, and 504 Status. The SBLT will refer students with 2 or more referrals to the Tier 2 team (MTSS) to reduce recidivism through more targeted intervention. Each month, SBLT will review the data and evaluate if the PSW is working or needs modification. The goal is to reduce the number of Black students generating office discipline referrals and out of school suspensions, so this will be a key point of data in the monthly meetings.

Action Step #2

Positive Behavioral Interventions and Supports (PBIS)

Person Monitoring:

William Muhlstadt

By When/Frequency:

Bi-Weekly

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

The PBIS team will look at the weekly or bi-weekly reports as noted above. The PBIS team will also analyze data points such as students receiving/not receiving PBIS points and teachers awarding/not awarding PBIS points. Do students want points? Is the system meeting their needs?

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 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.

DHMS will conduct our monthly SAC meetings to disseminate the information from our SIP along with our Title 1 school wide plan and our PFEP. During our August meeting we will vote on to approve our SIP. Once approved families will be provided the opportunity to visit our school website to view our SIP. We will also share our Title 1 Schoolwide plan that will inform the school community on how we are utilizing our Title 1 funds. We will also have hard copies of our SIP located in our main office. = A survey seeking parent input on these plans will be sent out to families via FOCUS.

Translation and interpretation services (including ASL) will be provided upon request for meetings and materials

In addition, the Title I School & Family Overview will be sent home as part of the communication that goes home with the students during the first weeks of school. It includes information on where to access the SIP and PFEP.

<https://www.pcsb.org/dunedin-ms>

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)).

DHMS This summer and throughout the school year we will conduct a listen and learn series sessions with our parents to enhance our students school experience. These sessions will be available to all stakeholders. There will be full transparency on where funds have been allocated, and we will also collaborate with parents to implement new strategies here at DHMS. We have a new family community liaison which increased our parent communication and ways on getting more parent support in our schools. Communication with our parents has increased. We are also looking at additional ways to meet the needs of our families with the multiple means of communicating. We will use the feedback from our parents to increase the family to school community experience. We will also increase our volunteering services being that it has been inconsistent with the communication throughout the school year. We will utilize multiple means of communication for parent communication.

We will then have our Title 1 parent meeting Sept 2025, followed by our curriculum night nights in the Fall of 2025 and Spring 2026. DHMS will have course request selection nights for parents in the Fall of 2025 and Spring 2026. We will have our 8th grade parent night Fall 2025 and our FAST data night in Spring 2026 to assist our parents with understanding their student FAST data and ways to support their scholar academic achievement. We will also have our learning labs which will be held monthly to assist with schoolwide discipline procedures. We will also conduct listen and learn session from parents and students quarterly to enhance our student school experience.

Dunedin Highland Middle School will continue the partnership with NOPE.

<https://www.pcsb.org/dunedin-ms>

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)).

Dunedin Highland Middle School SBLT and ILT continuously analyzes student data and trends. We will have professional development on collaborative structures and gallery walks of teachers who effectively implement collaborative structures will small group instruction. This will be an extension of what was started with our differentiated instruction goal. These structures and PD will give teachers a framework to implement in their classrooms. We are aiming to focus on small group instruction with intentionality and collaborative engagement structures to increase student engagement in the classrooms. Small group instruction will also help increase student achievement with the intentional

focus of grouping students based off academic ability to help facilitate the learning environment. This is a forever revolving cycle as our student data will continue to change.

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)).

ESOL Dunedin Highland Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-Dunedin Highland Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-Dunedin Highland Middle School will take advantage of any support provided by the district in regards professional learning.

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)).

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)).

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)).

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)).

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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.

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00