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# Dunedin High School

1651 PINEHURST RD, Dunedin, FL 34698

<http://www.dhs.pinellas.k12.fl.us>

## Demographics

**Principal: James Kiblinger**

Start Date for this Principal: 1/16/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	51%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Dunedin High School

1651 PINEHURST RD, Dunedin, FL 34698

<http://www.dhs.pinellas.k12.fl.us>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	46%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	C	C	C	C

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

100% Student Success

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

The mission of Dunedin High School is to prepare students for post-secondary opportunities while assisting students to develop Integrity, Respect and Social Responsibility.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Kiblinger, James	Principal	<p>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:</p> <ul style="list-style-type: none"> <li>Assign teaching schedules</li> <li>Lead the school to ensure the students meet or exceed state academic standards</li> <li>Monitor classrooms, PLCs and all academic initiatives</li> <li>Budget and manage school expenses</li> <li>Conducting teacher and staff evaluations</li> <li>Plan school events</li> <li>Supervising all employees</li> <li>Supporting faculty with Professional Development</li> <li>School goal setting</li> <li>Maintaining accurate academic records</li> <li>Hire faculty and other support staff</li> <li>Meet with district personnel</li> </ul>
Davis, Stephanie	Assistant Principal	<p>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 bases. 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:</p> <ul style="list-style-type: none"> <li>Observing teacher's course standards, lesson delivery and student assessments.</li> <li>Evaluating classroom curriculum and climate.</li> <li>Supervising department meetings and PLCs.</li> <li>Facilitate school day-time and evening activities.</li> <li>Support all employees</li> <li>PBIS &amp; MTSS Teams and plan implementation</li> <li>Share Professional Development programs and opportunities for all staff.</li> <li>Maintaining accurate academic records</li> <li>Facilitate student tutoring and enrichment opportunities.</li> </ul>
Flocken, Andrea	Assistant Principal	<p>As an assistant principal I work with students and staff in their day to day curriculum engagement, instructional strategies, as well as classroom climate. Communication of procedures, school/district policies and guidelines are shared with students and their families in a timely manner. I work throughout the year with our building principal and the other assistant principals as a cohesive team. We get guidance and direction from our school principal and county leadership.</p> <p>My yearly duties include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Observing teacher's course standards, lesson delivery, student engagement and student assessment results.</li> <li>Evaluating classroom curriculum and climate.</li> <li>Supervising department meetings and PLCs.</li> <li>Facilitating school, day-time and evening activities.</li> <li>Supporting all employees in our group goals and individual goals.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
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Overseeing the school curriculum options and course selections.  
 Implementing all testing programs while monitoring academic accountability/ achievement for district, state and national benchmarks/goals.  
 Facilitating professional development programs and opportunities for all staff.  
 Maintaining accurate student academic records  
 Supporting student tutoring and enrichment opportunities.

Settle , Christopher	Assistant Principal	<p>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 bases. 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.                      Facilitate school day-time and evening activities.                      Support all employees                      Oversee District Application Programs, ARC and Fundamental Programs                      Share Professional Development programs and opportunities for all staff.                      Maintaining accurate academic records                      Facilitate student tutoring and enrichment opportunities.</p>
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Warner , Matthew	Assistant Principal	<p>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 bases. 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.                      Facilitate school day-time and evening activities.                      Support all employees                      Oversee Sports teams and coaches                      Share Professional Development programs and opportunities for all staff.                      Maintaining accurate academic records                      Facilitate student tutoring and enrichment opportunities.</p>
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**Demographic Information**

**Principal start date**  
 Thursday 1/16/2020, James Kiblinger

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

3

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

12

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

70

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

1,275

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

5

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

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

Saturday 6/26/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	56%	56%	44%	56%	56%
ELA Learning Gains				46%	51%	51%	47%	53%	53%
ELA Lowest 25th Percentile				42%	43%	42%	39%	44%	44%
Math Achievement				32%	45%	51%	39%	46%	51%
Math Learning Gains				32%	44%	48%	39%	48%	48%
Math Lowest 25th Percentile				26%	41%	45%	37%	42%	45%
Science Achievement				49%	64%	68%	60%	66%	67%
Social Studies Achievement				78%	71%	73%	74%	72%	71%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	49%	54%	-5%	55%	-6%
Cohort Comparison						
10	2021					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	62%	-15%	67%	-20%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	70%	7%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	55%	-30%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	56%	-22%	57%	-23%

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

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

Both Performance Matters and our FOCUS advanced reports were used to get the used get the progress monitoring data used for our grade level data from the 2020-21 school year.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.2/56.3	50.2/46.8	N/A
	Economically Disadvantaged	55.9/50.9	50.0/43.7	N/A
	Students With Disabilities	45.0/41.0	44.3/38.2	N/A
	English Language Learners	43.2/43.2	44.2/40.2	N/A
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	A-39.3/40.6	39.1/41.4	N/A
	Economically Disadvantaged	39.0/39/2	37.2/39.1	N/A
	Students With Disabilities	37.1/32/9	37.0/33.3	N/A
	English Language Learners	38.5/40.3	43.6/38.3	N/A
		Number/% Proficiency	Fall	Winter
Biology	All Students	58.5/65.2	54.3/63.5	58.7/68.0
	Economically Disadvantaged	58.2/59.9	51.4/57.6	56.9/63.3
	Students With Disabilities	43.0/49.1	40.9/46.8	44.5/53.6
	English Language Learners	50.6/53.5	46.7/52.1	52.4/58.3
		Number/% Proficiency	Fall	Winter
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.2/62.8	46.4/52.0	N/A
	Economically Disadvantaged	53.4/55.7	42.7/44.6	N/A
	Students With Disabilities	50.0/42.0	37.2/38.4	N/A
	English Language Learners	41.1/45.0	35.0/37.5	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	G-45.5/43.7	41.6/39.6	N/A
	Economically Disadvantaged	43.4/40.3	37.6/36.5	N/A
	Students With Disabilities	36.3/35.2	36.6/33.0	N/A
	English Language Learners	39.1/38.1	34.9/35.4	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	46.4/48.2	40.8/44.9	45.0/52.2
	Economically Disadvantaged	43.1/44.2	40.6/41.8	46.0/49.3
	Students With Disabilities	39.3/39.3	41.0/46.4	43.1/44.8
	English Language Learners	41.4/42.7	37.0/40.0	36.0/45.4
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter
US History	All Students	72.3/53.9	68.8/57.1	72.8/57.9
	Economically Disadvantaged	67.8/48.3	64.1/51.3	66.4/52.7
	Students With Disabilities	68.8/44.4	64.2/46.7	65.9/49.4
	English Language Learners	60.4/48.4	58.8/45.8	66.7/44.8
		Number/% Proficiency	Fall	Winter



Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	39	38	27	45	59	37	57		95	18
ELL	16	34	38	22	40	36	30	50		100	62
ASN	60	50									
BLK	27	46	42	19	25	40	32	67		90	42
HSP	33	37	39	29	38	31	40	69		100	61

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	50	56		27	33		56			93	50
PAC	30	60									
WHT	56	53	48	44	35	44	60	73		97	68
FRL	38	43	40	31	31	35	46	62		97	58
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	38	34	32	42	12	36	41		85	32
ELL	16	38	41	17	34	28	22	48			
ASN	53	38		44	40					100	92
BLK	21	42	35	12	17	25	32	63		95	58
HSP	36	48	54	30	38	28	38	63		91	63
MUL	52	63		31	33		53	75		92	64
WHT	50	46	35	39	32	25	59	88		94	61
FRL	33	46	42	24	30	28	38	68		94	55
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	34	38	27	36	32	41	45		83	30
ELL	5	49	49	7	28	53	17	9		64	
ASN	53	50		69							
BLK	16	28	27	7	11	12	38	66		78	34
HSP	29	44	37	26	35	45	40	70		85	62
MUL	52	58		48	47		64			95	44
WHT	57	52	48	50	48	42	72	77		91	58
FRL	33	43	37	32	35	38	48	64		79	43

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	11
Percent Tested	94%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	45

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

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

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

Past state assessment data has been trending downward. Cycle assessments over the past two years has show improvement with each year and with each cycle assessment. Unfortunately there has not been state assessment testing results to for official results.

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

Both ELA and Mathematics had mixed results with minor gains and losses in testing percentages in each subgroup category.

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

Inconsistent staffing line up and lack of focus with testing practices throughout the school year lowered 2019 final FSA/EOC results.

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

EL and L25 sub groups showed modest gains from 2018 to 2019.

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

Good classroom instruction with both curriculum and lesson delivery was a major contributor. Focused and L25 data review brought improved results.

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

Student scheduling of courses Advanced Placement, dual enrollment and industry certification courses have been increased. This is based on our student's academic ability and/or district application programming.

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

Staff have been realigned for with course scheduling and with industry certifications. Focus as been given for staff's PD in their new 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.

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

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 a pre-AP course offering. This will prep them for their current and future accelerated courses.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

The 2021 student results from the 2020-21 student ELA FSA-EOC were 46% the state average of 51%. The 2021 student achievement score from the 2020-21 ELA FSA-EOC was . Our overall learning gains for ELA FSA-EOC 48%.

The 2019 student results from the 2018-19 student ELA FSA-EOC were well below the state average and regressed from the previous year. The 2019 student achievement score from the 2018-19 ELA FSA-EOC dropped to 43 percent. Our overall learning gains for ELA FSA-EOC dropped to 46 percent.

**Measurable Outcome:** The goal for this year's grade 9 and 10 ELA-FSA assessment is to improve at least 5% over the 2020-2021 results.

**Monitoring:** The actual number of students needed to reach the goal of 5% improvement will be calculated. Students who are just below the expected achievement level will be specifically targeted according to their individual skill deficit in order to be able to meet/exceed the school goal. Ongoing progress monitoring will take place throughout the school year to be certain that improved skill attainment is occurring with these students.

**Person responsible for monitoring outcome:** Andrea Flocken (flockena@pcsb.org)

**Evidence-based Strategy:** In both grades 9 and 10, ELA staff, with the assistance of administration, will review data and identify critical content necessary for scaffolding instruction, targeted instruction and/or reteaching prior to cycle testing.

**Rationale for Evidence-based Strategy:** Students will have varying needs/gaps in learning due to limited formalized assessment data over the past school year. Resources to be utilized include new district aligned curriculum materials as well as previously utilized language arts materials that support both content instruction and skills attainment.

**Action Steps to Implement**

The school administrator will request site-based training for staff on designing and analyzing data analysis forms.

**Person Responsible** Andrea Flocken (flockena@pcsb.org)

ELA teachers will meet bi-weekly in PLC/co-planning meetings to assess student work/data in PLC groups. In these PLC's, teachers will determine what concepts require further scaffolding, differentiation, targeted instruction, and reteaching. Lessons will be planned accordingly.

**Person Responsible** Andrea Flocken (flockena@pcsb.org)

ELA teachers will have a common planning period each day in order to work together to identify what the students have learned and what needs to be retaught.

**Person Responsible** Andrea Flocken (flockena@pcsb.org)

Afterschool tutoring offered twice weekly with Saturday school dates that follow each progress report beginning the first quarter of the school year as a way of scaffolding instruction and collecting more authentic assessment data.

**Person Responsible** Andrea Flocken (flockena@pcsb.org)

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

**Area of Focus Description and Rationale:** The last 2 years of released EOC scores are as follows Our current level of performance is 46% proficient for 20-21. The proficient score for 18-19 was 49%. We need to increase our testing percentages from 90% to 97% for the 21-22 school year. We will continue to work with targeting ESSA groups and increase student rigor through instructional practice and providing PD to staff.

**Measurable Outcome:** We expect the percentage of students passing the Biology EOC to increase to 60 % as measured in the 2022 Biology EOC.

**Monitoring:** In monthly Biology PLC meeting the following will be monitored: subgroup progress on common formative assessments and cycle assessments. Administrator will monitor pacing, scope and sequence in classroom walkthroughs.” All biology classes will take any 2020-21 course pre-test

**Person responsible for monitoring outcome:** Matthew Warner (warnerma@pcsb.org)

**Evidence-based Strategy:** Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. Strengthen staff ability to engage students in complex tasks.

**Rationale for Evidence-based Strategy:** Identifying student's level towards mastery of benchmarks is critical and giving timely feedback to students and teachers for planning will ensure targeted standards-based remediation is presented. Using Performance Matters for assessments will give quick targeted standards-based feedback.

**Action Steps to Implement**

1. Teachers utilize common planning and meet in monthly PLC's to review subgroup data (collected from multiple sources, including common assessment and cycles 1, 2 and 3 assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop common lessons that meet the rigor of the course standards.

**Person Responsible** Matthew Warner (warnerma@pcsb.org)

2. Teacher will attend professional development on the use of complex tasks and progress monitoring and teacher-generated data to plan interventions, monitor and celebrate learning gains of individual students

**Person Responsible** Matthew Warner (warnerma@pcsb.org)

Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal-setting. Teachers will make parent contact to communicate learning progress and upcoming learning opportunities for all students with D's and F's. Teachers will submit parent contact log for D and F students at end of every three weeks.

**Person Responsible** Matthew Warner (warnerma@pcsb.org)

Administrator monitors implementation of the district scope and sequence, district pacing and district adopted curricular materials. Administrator monitors classrooms, provide constructive feedback to teachers and collaborate to determine next steps

**Person Responsible** Matthew Warner (warnerma@pcsb.org)



All Biology classes will take Cycle 3 assessment

**Person Responsible** Matthew Warner (warnerma@pcsb.org)

*No description entered*

**Person Responsible** Matthew Warner (warnerma@pcsb.org)

**#3. Instructional Practice specifically relating to Social Studies****Area of Focus Description and Rationale:**

Current student performance is above state and district level. Continue to improve the level of proficiency for Social Studies Students.

**Measurable Outcome:**

The measurable outcome for Social Studies EOC proficiency will increase to 90%.

**Monitoring:**

Cycle testing will again be the key area for monitoring our U.S. History EOC data. Work will continue with the cycle testing prep and data chats with each of the 3 cycle testing dates. Focus will be on students who continuously perform at a C or lower in the classroom or who receive a 1 or a 2 on our 3 cycle assessments.

**Person responsible for monitoring outcome:**

Stephanie Davis (davisste@pcsb.org)

**Evidence-based Strategy:**

Classroom activity work and cycle test data chats will be done with most remediation and reteaching done in the regular classroom setting. The major focus will be for 100% testing participation to get back to the established testing percentages and very high test scores. Students in the ELP will focus on EOC standards they are not performing well in which would be yellow and/or red on the performance matters data.

**Rationale for Evidence-based Strategy:**

Curriculum delivery and testing has been very successful . Now getting back on track with the progress monitoring for 100% of the testing participants will be expected.

**Action Steps to Implement**

Pre-school setup with data points from the 20-21 testing results will be used for the 21-22 pacing and review updates for the classroom lessons.

**Person Responsible**

Stephanie Davis (davisste@pcsb.org)

1. Students receiving a D or F for qtr. 1 for any social studies class not AP or dual enrollment will be required to participate in ELP for remediation.

Students receiving a D or F for Sem. 1 for any required social studies course will make up the credit on APEX during Sem. 2. Taking APEX will help to scaffold semester 1 standards and also review as the students continue with Sem. 2 curriculum.

Students receiving a D or F during quarter 1 of any AP social studies will be required to enroll in ELP for remediation and extra help.

Progress reports are printed every three weeks. Teachers will contact parents of D or F students when progress reports are printed to make them aware of possible low or failing grades.

**Person Responsible**

Stephanie Davis (davisste@pcsb.org)

2. Teachers regularly incorporate formative assessments and use the collected data to gauge student progress toward mastery of the core content. Using the collected data, teachers will make plans to remediate and/or expand teaching for students still needing to master standards.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

3. Teachers include AVID strategies into daily lesson plans that support students at all levels. Teachers will adjust strategies as formative assessment data is collected to support students who require more intense strategies.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

4. Teachers meet in monthly PLC's to review student data on assessments and will adjust teaching strategies to include scaffolding of standards that need to be retaught and mastered using the social studies resources provided by the district.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

5. Teachers conduct data chats at the end of each unit with student of offer support for student achievement and individualized goal setting.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

6. Teachers will make use of focused note taking and other resources available for formative assessments to engage students in the lessons and to assess progress made by the classes and to quickly gauge individual student progress.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

Students achieving a C will be encouraged to attend ELP and students will focus on standards where they are either a yellow and/or red in the performance matters data.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

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

**Area of Focus Description and Rationale:** The African-American students at Dunedin High School are below the threshold mark of 41%.

**Measurable Outcome:** The percent of African-American students achieving ELA proficiency will increase measurement from 16% to 26 %, as measured by the 2018-19 School outcome the school Profile Report

**Monitoring:** Continued work on the progress monitoring of our African-American students with quarterly progress report course grade statuses. ESSA data will be measured specifically with each state testing cycle test scores for the status of our African-American students.

**Person responsible for monitoring outcome:** James Kiblinger (kiblingerj@pcsb.org)

**Evidence-based Strategy:** Course grades are accounted for every 3-weeks and at the end of each quarter. These course grades will be reviewed along with our Performance Matters test scores for each of our cycle and Write Score test results.

**Rationale for Evidence-based Strategy:** With this data review both our tutorial and Saturday school options will be worked in with these student's extra remediation and tutoring help.

**Action Steps to Implement**

We will utilize acceleration cohort report, AP potential report, and AVID recruitment criteria to counsel students into classes that classes that match their skill set provide the support of the AVID elective.

**Person Responsible** [no one identified]

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

**Area of Focus Description and Rationale:** ELL achievement in English/Language Arts was at 16 percent and learning gains were at 38 percent. Mathematics achievement was at 17 percent, overall learning gains was at 34 percent, and learning gains for lower 25th percentile was at 28 percent. Science achievement was at 22 percent.

**Measurable Outcome:** The number of ELL students achieving proficiency in ELA will increase from outcome the 5 to 15, as measured by 2018-19 School Profile Report.

**Monitoring:** Continued work on the progress monitoring of our ELL students with quarterly progress report course grade statuses. ESSA data will be measured specifically with each state testing cycle test scores for the status of our ELL students.

**Person responsible for monitoring outcome:** James Kiblinger (kiblingerj@pcsb.org)

**Evidence-based Strategy:** Course grades are accounted for every 3-weeks and at the end of each quarter. These course grades will be reviewed along with our Performance Matters test scores for each of our cycle and Write Score test results.

**Rationale for Evidence-based Strategy:** With this data review both our tutorial and Saturday school options will be worked in with these student's extra remediation and tutoring help.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

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

**Area of Focus Description and Rationale:** The students with disabilities at Dunedin High School are below the threshold mark of 41%. The state requires 41% of the students with disabilities to show performance at current grade levels. Dunedin High School ESE students are currently performing at 38%.

**Measurable Outcome:** We are going to raise the L-25 students with disabilities making learning gains in Math from 12 percent to 22 percent. We are going to raise the percentage of students with disabilities achieving proficiency in ELA from 20 percent to 30 percent.

**Monitoring:** Continued work on the progress monitoring of our ESE students with quarterly progress report course grade statuses. ESSA data will be measured specifically with each state testing cycle test scores for the status of our ESE students.

**Person responsible for monitoring outcome:** James Kiblinger (kiblingerj@pcsb.org)

**Evidence-based Strategy:** Course grades are accounted for every 3-weeks and at the end of each quarter. These course grades will be reviewed along with our Performance Matters test scores for each of our cycle and Write Score test results.

**Rationale for Evidence-based Strategy:** With this data review both our tutorial and Saturday school options will be worked in with these student's extra remediation and tutoring help.

**Action Steps to Implement**

1. ESE co-teachers will be listed on the students' schedules for full class periods for each school day of the 180-day school year.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

2. ESE and classroom teachers will have data chats with students each time course progress reports are distributed to any student not on track with IEP goals and who have low and failing grades to provide steps and/or resources for additional instruction and practice in low performing areas.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

3. ESE teacher will attend PLCs for the department in which the ESE teacher services to ensure the curriculum plan meets the needs of the ESE students. Whenever ESE teachers cannot attend PLCs they will review with the co-teacher and/or department chair they service and ensure that the curriculum meets the needs of ESE students.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

4. ESE teacher will collaboratively plan with the general education teacher to ensure SDI, collaborative team teaching, small group, station teaching, and any other teaching strategies that will be helpful to ESE students is incorporated in the course.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

5. Weekly walk through by administration to assess the effectiveness of team teaching and collaborative learning strategies. Teachers will be given feedback regarding what is seen in

the classroom and will have necessary discussions with designated administrator on areas that need improvement.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

**#7. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:** The presence of diversity in the classroom allows students to consider perspectives and opinions beyond those they've already formed or were shaped in early life by family and friends. By presenting students with viewpoints far different from their own, it gives them the opportunity to think critically about their own beliefs and examine the world in fresh ways. (<https://soeonline.american.edu/blog/benefits-of-inclusion-and-diversity-in-the-classroom>)

**Measurable Outcome:** Of the top 50% of the referrals written in the 2021-21 school year, the majority of the referrals were received by white students. Of the total referrals written in the 2020-21 school year, the majority of the referrals were also received by white students. However, black students were the 2nd highest and are the third largest demographic group. Discipline data otherwise is consistent with the demographic data. Considering national data showing black students usually are the highest in discipline are usually the 2nd or 3rd largest demographic group, Dunedin High School is doing better than national data.

**Monitoring:** PLCs will focus on data and students focusing on students who need extra supports. Department meetings will focus on school initiatives and what is happening in the classrooms that support the school improvement plan such as culturally diverse teaching, equity and diversity, and restorative practices. Administrators will monitor these meetings and classroom activity and give feedback to faculty and staff.

**Person responsible for monitoring outcome:** Stephanie Davis ([davisste@pcsb.org](mailto:davisste@pcsb.org))

**Evidence-based Strategy:** Strategies used such as culturally diverse teaching, equity and diversity in the classroom, and restorative practices are all evidence-based practices that help to reach the core of who a student is and to help them to assimilate the necessary information from different curriculum without feeling left out or left behind. Culturally relevant teaching focuses on the cognitive learning of the student, equity and diversity focus on the individual needs of the student both personally and academically, and restorative practices is used to allow a way for students and faculty to discuss issues that keep the relationship in tact or help to repair a relationship so the student's success continues to be the focus of the lesson(s).

**Rationale for Evidence-based Strategy:** Considering a person's style of learning, learning disabilities, background, current environment, goals, and curriculum requirements when developing teaching strategies will help to ensure students stay engaged and can acquire the standards needed for graduation.

**Action Steps to Implement**

Celebrations for Hispanic and African-American History months in September and February respectively. These are celebrations on the American calendar and they promote the celebration of the two largest diverse groups in the school and how those cultures impacted history.

**Person Responsible** Stephanie Davis ([davisste@pcsb.org](mailto:davisste@pcsb.org))

Faculty and Staff will receive three hours of equity and diversity professional development prior to the first day of school as mandated by the district office. Teachers will receive equity and diversity follow up diversity professional development once quarterly throughout the school year to be given during a department meeting.



**Person Responsible** Stephanie Davis (davisste@pcsb.org)

All faculty who have not taken the required CRT training and restorative practices training will be reminded to sign-up and monitored for completion of both.

**Person Responsible** James Kiblinger (kiblingerj@pcsb.org)

Faculty and staff will be provided the opportunity to request a restorative practices session with one of the school restorative practice leaders if they need help either learning how to establish, maintain, or restore a relationship with one student, a group of students, or the entire class.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

**#8. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** The quality of a school’s social environment has a profound impact on student outcomes such as academic performance, attendance, behavior, and even education completion rates. By focusing on PBIS, the DHS faculty can create an environment that helps all students achieve important behavior changes.

**Measurable Outcome:** The discipline data shows that Dunedin High School does not follow the typical trend of national data. The majority of our students who get referrals are white students and they are the largest demographic group. However, black students are the 3rd largest group, but they have the 2nd highest referrals. The goal is to have discipline data reflect demographic data more closely. The plan is to reduce the number of referable offenses from all demographic groups by 5% during the 2021-22 school year.

**Monitoring:** By creating a more positive learning environment, students will not have as many referable incidents. Teaching students positive behaviors through character education and focusing more on praising positive behaviors versus reporting negative behaviors will show students that more positive behaviors result in more positive reactions from teachers and better teacher/student or staff/student relationships.

**Person responsible for monitoring outcome:** Stephanie Davis (davisste@pcsb.org)

**Evidence-based Strategy:** As listed as the six design principles for effective character education by Marvin Berkowitz 2021, character education will be prioritized as a fundamental purpose of schooling, intentionally and strategically promoting healthy relationships between students and staff, development of intrinsic motivation to have good character, faculty and staff modeling the character we want to see developing in students, creating a culture and pedagogy of empowerment so student and staff voices are valued, invited, heard, and have potential impact, and lastly we will use a developmental perspective to design the school toward the positive long-term impact on student character development.

**Rationale for Evidence-based Strategy:** By using the six design principles with fidelity, it will ensure that the school is moving toward implementing a character education that will contribute to a more positive campus as a major part of the PBIS program. The six design principles touch upon purpose, intent, strategy, modeling, empowerment, and perspective. These are essential to the development of a better character. The action steps will also lead to the development of the same.

**Action Steps to Implement**

Character Education - Students will have direct instruction on the monthly Commitment to Character and FALCON Way words. Students will focus on two words per month. Each word will be included in the announcements twice a week and school-wide direct instruction activities once each month will provide students with interactive and collaborative learning skills with words that promote positive behavior.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

School-wide Expectations will be communicated to staff regarding expected behaviors by students in the classroom, hallways, bus stops, cafeteria, gym, and all school related activities and school and district properties. School-wide expectations will be posted in each classroom, the media center, gym, office, bathrooms, and hallways.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

Discipline Consequences - Students will be given direct instruction on PBIS expectations and practices in the Intervention Center (IC), during work detail, Alternative Bell Schedule (ABS), detentions, and any other disciplinary consequence supported by the school. When a student is suspended and out of school for a period of time, the student will be integrated into the school using the district supported reintegration practices.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

Students will be instructed at the beginning of the school year of school-wide behavior expectations in class assemblies and each month there will be an orientation for school-wide expectations for new students entering Dunedin High School through April 2022.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

Each student will be issued the Pinellas County Discipline Conduct Code as well as the Dunedin High School Conduct Code and PBIS Intervention Policy.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

Each teacher will be given a PBIS envelope at the beginning of the school year containing all information regarding the Dunedin High School PBIS policy that details teacher expectations to support the policy.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

**#9. Culture & Environment specifically relating to Student Attendance****Area of****Focus****Description and****Rationale:**

A missed school day is a lost opportunity for students to learn. Poor attendance has serious implications for student drop out rates. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement.

**Measurable Outcome:**

There were 91 students who received perfect attendance during Qtr. 1 and only 9 students who had perfect attendance for Qtr. 2. The goal will be to increase the perfect attendance students in Qtr. 2 by double. To reduce the number of students with 20% or more of the school year missed to under 10% of the total student population.

**Monitoring:**

Attendance will be looked at daily by the Senior DMT for prompt and accurate attendance by teachers. The Child Study Team will begin calling home when students reach three or more days of absences. Teachers will alert parents when students have missed three or more of their classes. This will show parents and students that we are serious about wanting them in school and that we are proactive with our attendance practices.

**Person responsible for monitoring outcome:**

Stephanie Davis (davisste@pcsb.org)

**Evidence-based Strategy:**

Making constant parent contact for chronically absent students will make parents aware that the school is monitoring student attendance closely and we will hold both student and parent responsible for getting students to school timely each day.

**Rationale for Evidence-based Strategy:**

Calling home has shown that students attend school more often once contact is made. Constant contact ensures the student will make the effort to come to school more often as they are conscious that they are being monitored. We will use the Child Study Team to make the majority of the phone calls. We will also have teacher correspondence and attendance and tardy letters as well to make parents aware of the number of absences and tardies their child has.

**Action Steps to Implement**

Check and Connect - The students who have greater than 20% of the school days absent will be entered in the Check and Connect program and given a Check and Connect mentor. The check and connect program provide students with motivation and guidance on good attendance in all classes.

**Person Responsible**

Stephanie Davis (davisste@pcsb.org)

Students will be recognized each quarter for perfect attendance and attendance improvement. Students will be recognized with certificates and other rewards for having good attendance.

**Person Responsible**

Stephanie Davis (davisste@pcsb.org)

Use FALCON Funds and other attendance incentives to encourage students to attend school more often. Students present in classes when attendance is taken may be given FALCON funds for being in class on time. The student may then redeem the funds at the school store for items of their choice. We will make items available that would be of interest to the students so they would be interested in saving up for desired items.

**Person Responsible**

Stephanie Davis (davisste@pcsb.org)

The child study team will make calls to all parents of students with 5 or more school days out of school.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

Attendance letters will be sent out every two weeks for students who have 5 or more absences throughout the semester. Tardy letters will be sent out weekly to parents for students who have greater than 10 tardies for the semester.

**Person Responsible** Stephanie Davis (davisste@pcsb.org)

**#10. Other specifically relating to Graduation/Acceleration/Industry Certification**

Graduation progress is monitored by the school counseling team in conjunction with the administrative team. Credit checks are done at the beginning and end of each school year in order to be certain students are on track to graduate. Students who are in need of credit recovery are provided such opportunities both throughout the school year and during the summer months.

**Area of Focus Description and Rationale:**

The school has an active AVID Site Team, along with a robust school counseling team, who together regularly conduct college and career awareness activities on campus for both parents and families. Included are an extensive college week, financial aid presentations, in-box messages delivered directly to students with info regarding college visits, job fairs, potential job opportunities/internships, and various lunchtime and evening info meetings.

In addition to college and career awareness activities, DHS provides various pathways/ opportunities for students to obtain dual enrollment credit through SPC, advanced placement credit, as well as industry certifications. Industry certifications are available for students through PTC or while enrolled at DHS technical programs.

The school team will work to ensure the numbers of students graduating meets ESSA standards. In addition, the team will work to increase the number of students graduating within the school year by 1% over the previous year.

**Measurable Outcome:**

The school team will work to ensure that 100% of students are provided exposure to college and career awareness activities according to the PCSB Comprehensive School Counseling Plan.

The school team will work to ensure that the number of students earning college credit for AP and DE classes or earning an industry certification increases by 3 % over the previous year.

**Monitoring:**

Monitoring will continue with the pacing and progress monitoring of our Advance Placement classrooms, Industry Certification courses w/pre-test qualifying scores and dual enrollment student progress. These indicators will be review quarterly. We will utilize acceleration cohort report data to determine which students have not yet met the necessary acceleration and provide to each overseeing counselor to provide specific feedback to students about what courses they have potential for success in.

**Person responsible for monitoring outcome:**

James Kiblinger (kiblingerj@pcsb.org)

The Assistant Principal for Curriculum, in conjunction with the school counseling team, will review the graduation plan progress for each student. Families of students identified as not being on track to graduate will be notified and placed on a quarterly monitoring list.

**Evidence-based Strategy:**

Using the AP potential report, the school team will ensure that all students that have AP potential are placed in AP or DE courses (SPC, UF & PTC). The administrator over DAP will work with teachers who are instructing courses designed to provide industry certifications to attend their specially designed professional development sessions. These PD sessions will help teachers guide students to achieve higher pass rates on the certification tests. Specific feedback regarding the effectiveness of instructional strategies related to higher level questioning, student engagement and other Culturally Relevant

Teaching (CRT) methodologies. Feedback will be provided to teachers on an on-going basis by all administrators, and on official observation documents.

Culturally relevant teaching combines an examination of the culture and socio-economic influences on teaching and learning with a commitment to challenging both social and educational injustice. It is imperative that all educators identify both obvious and subtle individual, organizational and cultural actions that perpetuate the status-quo in social structure. We must empower our students and bridge the gap between home and school.

**Rationale for Evidence-based Strategy:**

Tutoring has made a difference in the past for all level of students. Test prep and tutorial sessions will continued to be offered for our students to help with PERT, PSAT, ACT and SAT dual enrollment testing qualifiers. Tutoring in our ELP sessions will continue to help our students with industry certifications when taught by instructors that have earned those certifications have higher pass rates by their students.

**Action Steps to Implement**

Current seniors and raising seniors will have schedules revised to fill in with courses that need to be recovered of to get grade forgiveness. These can be from actual face to face courses or with our APEX program.

**Person Responsible** Andrea Flocken (flockena@pcsb.org)

We will utilize the AVID elective for students accessing AP/DE or Industry Certifications for the first time as an additional level of support for students.

**Person Responsible** Andrea Flocken (flockena@pcsb.org)

*No description entered*

**Person Responsible** [no one identified]

**#11. Instructional Practice specifically relating to Math****Area of**

**Focus Description and Rationale:** In our last measured State mathematics testing scores at the end of the 2018-19 school year our Alg.1 EOC passing scores dropped from a 25% to a 24%. Our 2018-19 Geometry EOC passing scores dropped from 51% to 34%.

**Measurable Outcome:**

To increase Mathematics FSA-EOC by 5 points. (FSA-EOC proficiency from 32 outcome the to 37, Learning Gains from 32 to 37, and L25's from 26 to 31) school plans Increase Mathematics students Learning Gains by 5 points. This will be focused on both the Alg. 1 EOC's and the Geom. EOC's that will count for double with 2020-21 Geometry students that took Alg. 1 or Alg. 1B last year and were not able to take the Alg. 1 EOC in 2019-20.

**Monitoring:**

Cycle testing will again be the key area for monitoring our Algebra 1 and Geometry EOC data. Work will continue with the cycle testing prep and data chats with each of the 2 cycle testing dates. Focus will be on students who continuously perform at a C of lower in the classroom or who receive a 1 or a 2 on our 2 cycle assessments.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Utilize data from standards-based instruction and cycle assessments to identify student strengths and weaknesses, and organize them to interact with content through differentiated instruction and scaffolding. Through Professional Development to focus on strategies that engage students through standards-based instruction and complex tasks. Strategies with AVID, collaborative groups, RP, best practices, ELP and Academic Saturday School will be used throughout the school 2020-21 school year.

**Rationale for Evidence-based Strategy:**

By using selections from best practices, strategies were selected from resources with standards based lesson plans. By using cycle assessment data, staff can correlate student data to predict student success on math FSA EOC's. Data is used to assist teachers with data chats with students with the focus on monitoring for remediation and differentiated instruction. Use weekly bellwork within each math course of study to support and strengthen student foundations in mathematic practices.

**Action Steps to Implement**

Our AP over mathematics and Mrs. Beaulieu will plan for the preparation with each cycle test's pre and post testing classroom activities. Encourage teachers to attend professional development that support the teachers in engaging the students in complex tasks, and use walk throughs and PLC discussions to observe the implementation of professional development strategies.

**Person Responsible** Christopher Settle (settlec@pcsb.org)

Afterschool tutoring offered twice weekly with Saturday school dates that follow each progress report beginning first quarter of the school year.

**Person Responsible** James Kiblinger (kiblingerj@pcsb.org)

Department meetings will continue to be held each month with extra time to be spent on information from our SBLT meeting, specifically with the Mathematics department chair and the Alg.1/Geom. staff team. This will be to review student progress, difficult standards, and preparation for cycle assessments. Plans



will then be made to work standards that need to be reinforce with individual, classroom or department target groupings.

**Person Responsible** Christopher Settle (settlec@pcsb.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Proactive work with attendance, hallway sweeps, campus passing time duty stations, classroom passes and SRO usage will be key with the start-up of 21-22 school year. New monthly data will be reviewed in our PBIS/CST meetings for ongoing improvements on campus.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Continue review of attendance taking process and school-wide strategies for positive attendance for all students, as well as staff. Develop and implement attendance incentive programs and competitions. PBIS team Weekly Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

PBIS and CST Bi-weekly review of data and effectiveness of school-wide attendance strategies to be shared Admin team Bi-weekly.

Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. We will ensure attendance is accurately taken and recorded on a daily basis and reflects

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

PBIS will be implemented in every classroom management system and in every practice school-wide by all members of faculty and staff when addressing students. For this to be successful the faculty and staff as

school community must all buy-in and be involved. Effective PBIS practices will incorporate supports that set behavioral expectations. The long-term goal is to help students develop their interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills.

Character Education - Students will have direct instruction on the monthly Commitment to Character and FALCON Way words. Students will focus on two words per month. Each word will be included in the announcements twice a week and direct instruction will provide students with interactive and collaborative learning skills with words that promote positive behavior.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$1,740.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	1081 - Dunedin High School	General Fund		\$1,740.00
			<i>Notes: Additional ELP funds will be need to help with afterschool tutoring and Academic Saturday School. This will be for both general curriculum support and specific core state testing areas for English remediation. Especially before and after cycle testing and before FSA/EOC testing. Max pay for one hour of ELP pay is \$29. Academic Saturday School is 3 hours and held after the Saturday after our 2 quarterly progress reports this would max at \$696.00. Afterschool tutoring 1 day a week for 1 hour over a max of 36 weeks is \$1,044.00. For a max total of \$1,740.00 a year for English. Reading and Reading Plus added support will fall under the general curriculum ELP afterschool and Academic Saturday School support.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$1,740.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	1081 - Dunedin High School	General Fund		\$1,740.00
			<i>Notes: Additional ELP funds will be need to help with afterschool tutoring and Academic Saturday School. This will be for both general curriculum support and specific core state testing areas for Biology remediation. Especially before and after cycle testing and before FSA/EOC testing. Max pay for one hour of ELP pay is \$29. Academic Saturday School is 3 hours and held after the Saturday after our 2 quarterly progress reports this would max at \$696.00. Afterschool tutoring 1 day a week for 1 hour over a max of 36 weeks is \$1,044.00. For a max total of \$1,740.00 a year for science. Non-state testing science classes' support will fall under the general curriculum ELP afterschool and Academic Saturday School support.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Social Studies</b>				<b>\$1,740.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	1081 - Dunedin High School	Other		\$1,740.00
			<i>Notes: Additional ELP funds will be need to help with afterschool tutoring and Academic Saturday School. This will be for both general curriculum support and specific core state testing areas for U.S. History remediation. Especially before and after cycle testing and before FSA/EOC testing. Max pay for one hour of ELP pay is \$29. Academic Saturday School is 3 hours and held after the Saturday after our 2 quarterly progress reports this would max at \$696.00. Afterschool tutoring 1 day a week for 1 hour over a max of 36 weeks is \$1,044.00. For a max total of \$1,740.00 a year for social studies. Non-state testing social studies classes' support will fall under the general curriculum ELP afterschool and Academic Saturday School support.</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Black/African-American</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: English Language Learners</b>				<b>\$0.00</b>

<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Equity &amp; Diversity</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		700-Other Expenses	1081 - Dunedin High School	Other		\$1,500.00
			<i>Notes: Funds will be used to bring back the 5000 Role Models of Excellence. Funds will be used for meetings, and small expenses for field trips and other organization expenses.</i>			
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		700-Other Expenses	1081 - Dunedin High School	Other		\$3,000.00
			<i>Notes: Funds to replenish the PBIS rewards store and to buy supplies for monthly character education school-wide direct instruction.</i>			
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		700-Other Expenses	1081 - Dunedin High School	Other		\$1,000.00
			<i>Notes: Funds will be used to reward students for improved attendance.</i>			
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Graduation/Acceleration/Industry Certification</b>				<b>\$0.00</b>
<b>11</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$3,480.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	1081 - Dunedin High School	General Fund		\$3,480.00
			<i>Notes: Additional ELP funds will be need to help with afterschool tutoring and Academic Saturday School. This will be for both general curriculum support and specific core state testing areas for Alg.1 and Geometry remediation. Especially before and after cycle testing and before FSA/EOC testing. Max pay for one hour of ELP pay is \$29. Academic Saturday School is 3 hours and held after the Saturday after our 2 quarterly progress reports this would max at \$696.00. Afterschool tutoring 1 day a week for 1 hour over a max of 36 weeks is \$1,044.00. For a max total of \$1,740.00 a year for each. This will be for a total \$3,4,80.00 for both Alg.1 and Geometry. Added support will fall under the general mathematics curriculum ELP afterschool and Academic Saturday School support.</i>			
<b>Total:</b>						<b>\$14,200.00</b>