

Pinellas County Schools

# DUNEDIN HIGHLAND MIDDLE SCHOOL



## 2024-25 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 3

    A. School Mission and Vision ..... 3

    B. School Leadership Team ..... 3

    C. Stakeholder Involvement and Monitoring ..... 7

    D. Demographic Data ..... 8

    E. Early Warning Systems ..... 9

II. Needs Assessment/Data Review ..... 12

    A. ESSA School, District, State Comparison ..... 13

    B. ESSA School-Level Data Review ..... 14

    C. ESSA Subgroup Data Review ..... 15

    D. Accountability Components by Subgroup ..... 18

    E. Grade Level Data Review ..... 21

III. Planning for Improvement ..... 22

IV. Positive Culture and Environment ..... 35

V. Title I Requirements (optional) ..... 39

VI. ATSI, TSI and CSI Resource Review ..... 43

VII. Budget to Support Areas of Focus ..... 44

## School Board Approval

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

## SIP Authority

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

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

---

Dunedin Highland Middle School will establish a collaborative working relationship with our communities, demonstrating respect and pride for all diverse cultural and socio-economic backgrounds, striving for 100% student success. We look to be a leader in research-based learning and behavioral strategies, to cultivate a learning environment conducive for all scholars. We will provide professional development for all staff members to meet the needs of all students while continuously striving for 100% student success.

### Provide the school's vision statement

---

Dunedin Highland Middle School will close the achievement gap and open new learning opportunities to ensure that all of our scholars are prepared for college and career success by providing a safe and respectful environment, inspiring excellence in educational practices and student achievement, and demonstrating pride in our school community.

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Brandon Glenn

#### Position Title

Principal

#### Job Duties and Responsibilities

---

No Answer Entered

### Leadership Team Member #2

#### Employee's Name

Joanna Bernal

#### Position Title

Assistant Principal

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #3**

**Employee's Name**

Melissa Anderson

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #4**

**Employee's Name**

Melissa Forsythe

**Position Title**

Math Coach

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #5**

**Employee's Name**

Rachel Autrey

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #6**

**Employee's Name**

Kelly Flannery

**Position Title**

MTSS/RTI Coach

**Job Duties and Responsibilities**

---

No Answer Entered

## Leadership Team Member #7

### Employee's Name

Kathleen Earle

### Position Title

ELA Department Head

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #8

### Employee's Name

Michelle Emry

### Position Title

Science Department Head

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #9

### Employee's Name

Teresa Bergstrom

### Position Title

Social Studies Department Head

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #10

### Employee's Name

Douglas Williams

### Position Title

Elective Department Head

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #11

### Employee's Name

Melody Tellis

**Position Title**

Reading Department Head

**Job Duties and Responsibilities**

---

No Answer Entered

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

---

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.

### SIP Monitoring

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

---

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.

## D. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2024-25 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                                                                                                          |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>MIDDLE/JR. HIGH</b><br><b>6-8</b>                                                                                                                                                                                                                                                                                                                                   |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                                                                                                          |
| <b>2023-24 TITLE I SCHOOL STATUS</b>                                                                                                                         | <b>YES</b>                                                                                                                                                                                                                                                                                                                                                             |
| <b>2023-24 MINORITY RATE</b>                                                                                                                                 | <b>56.1%</b>                                                                                                                                                                                                                                                                                                                                                           |
| <b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>81.6%</b>                                                                                                                                                                                                                                                                                                                                                           |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                                                                                              |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                                                                                                                                              |
| <b>2023-24 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 7/25/2024                                                                                               | <b>TSI</b>                                                                                                                                                                                                                                                                                                                                                             |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>2023-24 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)*</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)*</b><br><b>ASIAN STUDENTS (ASN)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>PACIFIC ISLANDER STUDENTS (PAC)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2023-24: A</b><br><b>2022-23: B*</b><br><b>2021-22: C</b><br><b>2020-21:</b><br><b>2019-20: C</b>                                                                                                                                                                                                                                                                   |

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

| INDICATOR                                                                                                                  | GRADE LEVEL |   |   |   |   |   |    |    |    | TOTAL |
|----------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
|                                                                                                                            | 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-6.0531, 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 2024-25

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

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

#### Current Year 2024-25

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     |             |   |   |   |   |   | 47 | 29 | 16 | 92    |
| Students retained two or more times |             |   |   |   |   |   | 6  | 2  | 2  | 10    |

**Prior Year (2023-24) 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                                                                                             |             |   |   |   |   |   |   |   |   | 0     |
| One or more suspensions                                                                                                    |             |   |   |   |   |   |   |   |   | 0     |
| Course failure in ELA                                                                                                      |             |   |   |   |   |   |   |   |   | 0     |
| Course failure in Math                                                                                                     |             |   |   |   |   |   |   |   |   | 0     |
| Level 1 on statewide ELA assessment                                                                                        |             |   |   |   |   |   |   |   |   | 0     |
| Level 1 on statewide Math assessment                                                                                       |             |   |   |   |   |   |   |   |   | 0     |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3) |             |   |   |   |   |   |   |   |   | 0     |

**Prior Year (2023-24) 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 |             |   |   |   |   |   |   |   |   | 0     |

**Prior Year (2023-24) 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     |             |   |   |   |   |   |   |   |   | 0     |
| Students retained two or more times |             |   |   |   |   |   |   |   |   | 0     |

## 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

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

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

| ACCOUNTABILITY COMPONENT       | 2024   |           |        | 2023   |           |        | 2022** |           |        |
|--------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement *              | 59     |           |        | 58     | 49        | 49     | 48     | 46        | 50     |
| ELA Grade 3 Achievement **     |        |           |        |        |           |        |        |           |        |
| ELA Learning Gains             | 61     |           |        |        |           |        | 48     |           |        |
| ELA Learning Gains Lowest 25%  | 51     |           |        |        |           |        | 23     |           |        |
| Math Achievement *             | 65     |           |        | 62     | 58        | 56     | 48     | 30        | 36     |
| Math Learning Gains            | 70     |           |        |        |           |        | 47     |           |        |
| Math Learning Gains Lowest 25% | 61     |           |        |        |           |        | 31     |           |        |
| Science Achievement *          | 55     |           |        | 52     | 48        | 49     | 43     | 52        | 53     |
| Social Studies Achievement *   | 75     |           |        | 69     | 69        | 68     | 60     | 52        | 58     |
| Graduation Rate                |        |           |        |        |           |        |        | 45        | 49     |
| Middle School Acceleration     | 92     |           |        | 86     | 77        | 73     | 69     | 44        | 49     |
| College and Career Readiness   |        |           |        |        |           |        |        | 66        | 70     |
| ELP Progress                   | 37     |           |        | 30     | 38        | 40     | 35     | 72        | 76     |

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

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

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

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

| 2023-24 ESSA FPPI                            |     |
|----------------------------------------------|-----|
| ESSA Category (CSI, TSI or ATSI)             | TSI |
| OVERALL FPPI – All Students                  | 62% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 2   |
| Total Points Earned for the FPPI             | 621 |
| Total Components for the FPPI                | 10  |
| Percent Tested                               | 96% |
| Graduation Rate                              |     |

| ESSA OVERALL FPPI HISTORY |         |         |         |          |         |         |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24                   | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 62%                       | 61%     | 45%     | 48%     |          | 51%     | 49%     |

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

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

| 2023-24 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |                                                       |                                                       |
|-------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 31%                             | Yes                | 5                                                     | 3                                                     |
| English Language Learners           | 37%                             | Yes                | 5                                                     |                                                       |
| Asian Students                      | 86%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 49%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 52%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 73%                             | No                 |                                                       |                                                       |
| Pacific Islander Students           | 67%                             | No                 |                                                       |                                                       |
| White Students                      | 76%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 52%                             | No                 |                                                       |                                                       |

| 2022-23 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |                                                       |                                                       |
|-------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 22%                             | Yes                | 4                                                     | 2                                                     |
| English Language Learners           | 30%                             | Yes                | 4                                                     | 2                                                     |
| Asian Students                      | 94%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 27%                             | Yes                | 4                                                     | 4                                                     |
| Hispanic Students                   | 50%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 70%                             | No                 |                                                       |                                                       |
| Pacific Islander Students           | 67%                             | No                 |                                                       |                                                       |
| White Students                      | 78%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 47%                             | No                 |                                                       |                                                       |

| 2021-22 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |                                                       |                                                       |
|-------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 28%                             | Yes                | 3                                                     | 1                                                     |
| English Language Learners           | 25%                             | Yes                | 3                                                     | 1                                                     |
| Native American Students            |                                 |                    |                                                       |                                                       |
| Asian Students                      | 82%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 23%                             | Yes                | 3                                                     | 3                                                     |
| Hispanic Students                   | 36%                             | Yes                | 1                                                     |                                                       |
| Multiracial Students                | 52%                             | No                 |                                                       |                                                       |
| Pacific Islander Students           | 27%                             | Yes                | 3                                                     | 1                                                     |
| White Students                      | 61%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 33%                             | Yes                | 3                                                     |                                                       |

D. Accountability Components by Subgroup

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

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students                                   | 59%      |                  | 61%    | 51%         | 65%       | 70%     | 61%          | 55%      | 75%     | 92%       |                   |                   | 37%          |
| 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%          |
| Printed: 08/06/2024                            |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
| All Students                                   | 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%          |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2020-21 | C&C<br>ACCEL<br>2020-21 | ELP<br>PROGRESS |
| All Students                                   | 48%         |                        | 48%       | 23%               | 48%          | 47%        | 31%                | 43%         | 60%        | 69%          |                         |                         | 35%             |
| Students With<br>Disabilities                  | 18%         |                        | 30%       | 22%               | 23%          | 39%        | 35%                | 15%         | 43%        |              |                         |                         | 23%             |
| English<br>Language<br>Learners                | 18%         |                        | 28%       | 22%               | 24%          | 28%        | 23%                | 10%         | 31%        | 29%          |                         |                         | 35%             |
| Native<br>American<br>Students                 |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Asian<br>Students                              | 89%         |                        | 74%       |                   | 87%          | 72%        |                    | 80%         | 92%        | 83%          |                         |                         |                 |
| Black/African<br>American<br>Students          | 20%         |                        | 28%       | 17%               | 17%          | 25%        | 24%                | 12%         | 34%        | 31%          |                         |                         |                 |
| Hispanic<br>Students                           | 32%         |                        | 36%       | 25%               | 33%          | 39%        | 36%                | 28%         | 53%        | 44%          |                         |                         | 37%             |
| Multiracial<br>Students                        | 54%         |                        | 57%       | 42%               | 57%          | 46%        | 20%                | 57%         | 58%        | 79%          |                         |                         |                 |
| Pacific<br>Islander<br>Students                | 31%         |                        | 38%       |                   | 25%          | 14%        |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 68%         |                        | 61%       | 27%               | 69%          | 62%        | 42%                | 62%         | 78%        | 81%          |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 29%         |                        | 36%       | 22%               | 29%          | 35%        | 29%                | 22%         | 44%        | 43%          |                         |                         | 40%             |

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

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

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

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

### III. Planning for Improvement

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

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

##### **Most Improvement**

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

---

The data component that showed the most improvement is our Civics scores. We increased from 69% proficiency to 75% 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 to students to our extended learning program. Students were often tested 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 data. Although we increased by 3 percentage point to 55% proficient this still was our lowest performance data component. This has typically been one of our lowest tested performance categories. One of our contributing factors to this being our lowest performing data components is the task alignment and teachers not narrowing down the focus of the content that should be taught and not taught. Our teachers have been teaching to a broader lens which impacts our student's ability to conceptualize the pertinent information in the class.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline from the previous year was the number of office discipline referrals generated school wide from 1199 during the 2022-2023 school year to 854 during the 2023-2024 school year. Looking at the ODR data by subgroup, there was a significant decrease in the number of ODRs generated by our Black and Hispanic students by 250 and 70 ODRs respectively from the previous year. One contributing factor to the decline in ODRs school wide is the tighter alignment of the tier 1 expectations and the PBIS rewards system. Additionally, teachers were given PD on importance of PBIS and consistency with enforcing the tier 1 expectations. The decrease in ODRs generated by our Black and Hispanic students could be linked to the increase in culturally

responsive teaching strategies being implemented across campus.

### **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 with only 21% of our students proficient comparable to the states 47% proficient. This is due to our 7th grade students who are taking the 7th grade assessment are students who have been historically below the state's proficiency levels on state assessments. The 7th grade students who have previously scored proficient are on the accelerated math track in which they will take the 8th grade math assessment. The number of proficient students has increased over the past two year. Therefore, we are trending in the correct direction to move more students onto grade level proficiency in the 7th grade math.

### **EWS Areas of Concern**

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

---

Decrease the number of course failures (ELA-65, Math-93, during the 23-24SY)

Decrease the number of students with absences of 10% or more (164 students during the 23-24SY)

### **Highest Priorities**

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

---

Increase African American students' proficiency level in all tested subjects.

Decrease out of school suspension.

Increase our L25 students to 12% to 16% in Math.

Increase our students with disabilities proficiency level in all tested subjects.

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

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

### Area of Focus #1

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

#### Instructional Practice specifically relating to ELA

##### Area of Focus Description and Rationale

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

---

Our 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

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 59% of our students are reaching proficiency in English Language Arts, as evidenced in the 2024 FAST ELA. We expect our performance level to be 64% proficient on the 2025 FAST ELA.

##### 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.

---

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:**

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

**Description of Intervention #1:**

Standards based planning using data driven decisions.

**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:**

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:**

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:**

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

**Action Step #1**

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**

Utilizing the Gold Docs to plan standards-based instruction.

**Person Monitoring:**

JoAnna Bernal

**By When/Frequency:**

Weekly

**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 the "Gold Docs" as a resource. 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**

Using Module Performance Tasks to drive standards-based instruction.

**Person Monitoring:**

Person Monitoring: ELA Assistant Principals, 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 #5**

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:**

Describe the action and explain how the school will monitor the impact of this action: 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 #6**

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 incentives 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 #7**

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 #2**

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

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

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

---

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**

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 66% of our students are reaching proficiency in Math, as evidenced in the 2024 FAST Math. We expect our performance level to be 68% proficient on the 2025 FAST Math.

**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.

---

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

**Person responsible for monitoring outcome**

Math Assistant Principal, Math Instructional Coach

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

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.

**Rationale:**

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

No

**Action Steps to Implement:**

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

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

**Action Step #1**

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

**Person Monitoring:****By When/Frequency:**

Math Assistant Principal, Math Instructional Coach 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:****By When/Frequency:**

Math Assistant Principal, Math Instructional Coach 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. Students and Teachers will both have ownership with identifying differentiation and scaffolding. Students will use a Student Data Sheet to record their data and reflection upon their needs. (IXL and PM Scores)

**Action Step #3**

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

**Person Monitoring:****By When/Frequency:**

Math Assistant Principal, Math Instructional Coach 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 #3**

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

### **Instructional Practice specifically relating to Social Studies**

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

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

---

Our 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**

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 76% of our students are reaching proficiency in Civics, as evidenced in the 2024 Civics EOC. We expect our performance level to be 78% proficient on the 2025 EOC as well as to increase performance on the US History and World History Progress Monitoring.

#### **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.

---

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

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

Assistant Principal over Social Studies

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

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

**Description of Intervention #1:**

Standards based planning using data-driven decisions.

**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:**

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

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

**Action Step #1**

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 science 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 science PD opportunities. The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

## **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**

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

---

Our 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**

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 57% of our students are reaching proficiency in Science, as evidenced in the 2024 Science SSA. We expect our performance level to be 62% proficient on the 2025 SSA.

#### **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.

---

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:**

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

Section 8101(21)(B)).

**Description of Intervention #1:**

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:**

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

**Action Step #1**

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

**By When/Frequency:**

Quarterly

Chair

**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:**

Monthly

**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:**

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 #6**

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.

**IV. Positive Culture and 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 2023-2024, Black students received 50.7% of all disciplinary referrals, but make up 23.5% of the student population. 251 unique students generated 854 office discipline referrals for the school year. Of those 251 unique students, 111 were black, meaning about 44% of the unique students generating the referrals were black.

In 2023-2024, there were 242 total out-of-school suspensions assigned to 143 unique students. Of the 143 unique students, 67 were black, which equates to 46.8% of the out-of-school suspensions.

The 2024-2025 goal is to reduce the number of referrals and out-of-school suspensions generated by Black students from 44% and 46.8% for office discipline referrals and out-of-school suspensions respectively to 39% and 41% to align more proportionally with the Black student enrollment (23%). According to last year's data, that would mean reducing the number of Black students generating office discipline referrals by 13 students and the number of Black students generating out of school suspensions by 8 students.

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 2024-2025 goal is to reduce the number of referrals and out-of-school suspensions generated by Black students from 44% and 46.8% for office discipline referrals and out-of-school suspensions respectively to 39% and 41% to align more proportionally with the Black student enrollment (23%). According to last year's data, that would mean reducing the number of Black students generating office discipline referrals by 13 students and the number of Black students generating out of school suspensions by 8 students.

A reduction in the percentage of Black students generating office discipline referrals and out-of-school suspensions by 5% from the 2023-2024 school year would bring the risk ratio for black students closer to 1.0 for both office discipline referrals and out-of-school suspensions.

### **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 2024-2025 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**

Kelly Flannery (flanneryk@pcsb.org)

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

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 #1**

SBLT

**Person Monitoring:**

Flannery

**By When/Frequency:**

Monthly and Biweekly

**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:**

Flannery

**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?

**Action Step #3**

Multi-Tiered Systems of Support

**Person Monitoring:**

Flannery

**By When/Frequency:**

Bi-Weekly

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

Students who are 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 create PSWs for groups of students who are not meeting behavioral expectations and put interventions in place to help them succeed. MTSS will monitor their progress through the data points mentioned in each PSW for the student groups.

**Action Step #4**

Learning Lab

**Person Monitoring:**

Flannery

**By When/Frequency:**

Monthly

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

The Learning Lab will take place once a month. This problem solving task force will be a place where the DHMS team leverage the perspectives of community stakeholders. The LL is an extension of the SBLT and other problem-solving bodies on campus that gives voice to the community, specifically historically marginalized families.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

---

DHMS will conduct our monthly SAC meetings to disseminate the information of the SIP. 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 have hard copies of our SIP located in our main office.

<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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

DHMS will hold our annual meet the teacher night in Aug 2024. We will then have our Title 1 parent meeting Sept 2024, followed by our curriculum night nights in the Fall of 2024 and Spring 2025.

DHMS will have course request selection nights for parents in the Fall of 2024 and Spring 2025. We will have out FAST Data nights Fall 2024 and Spring 2025 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

<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. (ESEA Section 1114(b)(7)(ii))

---

Dunedin Highland Middle School SBLT and ILT continuously analyzes student data and trends. The data that we analyze is behavior, and academic data which we monitor our L25's learning gains and overall proficiency percentage. This data is pulled and discussed through MTSS, PLC's, grade level, and PSLT meetings. The purpose of these meetings is to create actionable goals and plans to address issues we see as possible schoolwide issues and also down to student issues to be able to provide the supports that is needed to implement effective 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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

The strategies that we have implemented is a behavior flowchart and a hierarchy of redirections. We have also started our PBIS reward system but we will modify and implement it with fidelity. With our Hierachy of direction and schoolwide behavior plan we shoudl see more consistency of expectaions schoolwide. We have also implemented a mandatory schoolwide behavior plan that is posted and visble throughout our campus. Our new strategies we will implement is reintegration back onto our school as well as restorative practices not only with students but also with teachers and students as well.

#### Professional Learning and Other Activities

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

---

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.

**Strategies to Assist Preschool Children**

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

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

---

No Answer Entered

### Specifics to Address the Need

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

---

No Answer Entered

**VII. Budget to Support Areas of Focus**

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

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |