

Pinellas County Schools

DUNEDIN HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

100% Student Success!

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Jim Kiblinger

kiblingerj@pcsb.org

Position Title

H.S. Principal

Job Duties and Responsibilities

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

setting, maintaining accurate academic records, hiring staff and meeting with district personnel.

Leadership Team Member #2

Employee's Name

Dr. M. Jane Lucas

lucasm@pcsb.org

Position Title

Assistant Principal over curriculum

Job Duties and Responsibilities

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

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

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

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

Leadership Team Member #3

Employee's Name

Alicia Murray

murrayal@pcsb.org

Position Title

Assistant Principal over climate and culture

Job Duties and Responsibilities

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

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

Chris Settle

settlec@pcsb.org

Position Title

Assistant Principal over Athletics

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) PACIFIC ISLANDER STUDENTS (PAC) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	364	335	358	304	1,361
Absent 10% or more school days	68	77	106	109	360
One or more suspensions	37	28	24	20	109
Course failure in English Language Arts (ELA)	21	25	9	0	55
Course failure in Math	22	18	13	0	53
Level 1 on statewide ELA assessment	51	32	45	0	128
Level 1 on statewide Algebra assessment	27	39	29	23	118

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	38	47	51	26	162

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	64	62	62	62	59	57	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	60	59	59	56	58	58	59	57	57
ELA Lowest 25th Percentile	51	55	55	56	54	56	55	55	55
Math Achievement*	56	54	52	53	46	49	51	42	45
Math Learning Gains	48	49	45	50	45	47	63	46	47
Math Lowest 25th Percentile	40	44	44	42	43	49	56	41	49
Science Achievement	76	77	74	73	73	72	70	64	68
Social Studies Achievement*	81	77	76	74	74	75	84	70	71
Graduation Rate	100	95	94	100	94	92	98	92	90
Middle School Acceleration									
College and Career Acceleration	84	73	74	64	69	69	68	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						66%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						664
Total Components for the FPPI						10
Percent Tested						95%
Graduation Rate						100%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	62%	64%	65%	54%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
English Language Learners	55%	No		
Black/African American Students	57%	No		
Hispanic Students	65%	No		
Multiracial Students	59%	No		
Pacific Islander Students	50%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

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

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%		60%	51%	57%	48%	40%	76%	81%		100%	84%	
Students With Disabilities	35%		46%	32%	34%	42%	42%	45%	63%		100%	55%	
English Language Learners	33%		49%	41%	42%	45%	32%	57%	60%		100%	88%	
Black/African American Students	48%		50%	61%	42%	41%	36%	52%	70%		100%	65%	
Hispanic Students	63%		57%	52%	55%	48%	38%	76%	74%		100%	83%	
Multiracial Students	57%		55%		50%	45%		69%	80%				
Pacific Islander Students	50%												
White Students	73%		62%	49%	62%	50%	41%	81%	86%		99%	88%	
Economically Disadvantaged Students	58%		53%	52%	48%	46%	32%	70%	80%		100%	80%	
8/10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		56%	56%	53%	50%	42%	73%	74%		100%	64%	57%
Students With Disabilities	31%		48%	48%	36%	24%	25%	35%	49%		100%	30%	47%
English Language Learners	27%		45%	51%	46%	46%	47%	36%	37%		100%	31%	57%
Black/African American Students	45%		47%	58%	42%	41%	47%	52%	67%		100%	68%	
Hispanic Students	48%		53%	50%	45%	39%	36%	56%	54%		100%	49%	57%
Multiracial Students	63%		64%		35%	36%		90%	93%		100%	65%	
White Students	71%		59%	61%	61%	56%	50%	83%	84%		99%	73%	
Economically Disadvantaged Students	56%		54%	49%	46%	47%	44%	63%	64%		99%	58%	58%

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

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	69%	63%	6%	60%	9%
ELA	10	65%	62%	3%	61%	4%
Biology	9	93%	82%	11%	87%	6%
Biology	10	60%	49%	11%	60%	0%
Algebra	9	40%	44%	-4%	41%	-1%
Algebra	10	40%	29%	11%	31%	9%
Geometry	9	80%	74%	6%	75%	5%
Geometry	10	62%	46%	16%	40%	22%
Geometry	11	43%	24%	19%	26%	17%
History	11	80%	72%	8%	75%	5%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	30	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 25-26 school year testing results showed that our ELA achievement had the most improvement for the past year 62 to 66 (4 pts) and over the past 9 years, 38-66 (28 pt. gain). This growth can be attributed to collaborative planning by our ELA department chair and her sharing of weekly lesson plans for our 9th and 10th in English and reading from data driven instructional practice (from the FAST Progress Monitoring 1 and 2 data), continued use of our district approved BEST Texts/ materials, and terrific ongoing district professional development with our ELA the department. This will continue during the 2026-27 school year with a focus on cognitively complex tasks for our student-centered instruction.

Lowest Performance

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

The data component that showed the lowest proficiency and at 53% (0 pt. gain) and the same as last year is from our Mathematics. This is really from our achievement with Algebra 1 EOC and it's overall EOC proficiently of 40.8%, down 12.2% from last year's 53%. Geometry on the other hand excelled in the exact opposite direction with a EOC proficiently of 64.9%, up 11.9% and saved up to have the same over all proficiency of 53% like last year EOC results. Some factors include a need to utilize common assessments in PLCs to drive instruction and plan for consistent differentiation and ongoing "spiraling" that was needed throughout the year. We will continue to focus on our "spiraling" with ALEKS and with the software content reinforcement from IXL. We are also working to ensure that our math team follows the district's Mathematics "non-negotiables" in our 5-Essentials. These will be used with the Algebra 1 and Geometry staff as they are planning together to help keep all students at the appropriate curriculum delivery level while using the district's approved resources.

Greatest Decline

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

With no core testing showing a decline from the 24-25 in the school's State assessments, the greatest drop was in our mathematics learning gains with overall gains dropping from 50% to 46%

and L-25% dropping from 42% to 40% for an overall drop of 6% points 24-25 to 25-26 mathematics learning gains. Factors in the drop included our removal of Alg.1a from our course scheduling to line-up testing for almost 100% of our entry level math students with Alg.1 no matter how low their entry level preparation was for mathematics. We will include Alg.1a in the 26-27 schedule. We will also utilize curriculum delivery lessons with our district approved materials. Common assessments in PLCs to drive instruction and plan for consistent differentiation and ongoing "spiraling" that was needed throughout the year. We will continue to focus on our "spiraling" with the software content reinforcement from ???? in afterschool and Saturday tutorials. We are also working to ensure that our mathematics team is planning and pacing together to help keep all students at the appropriate curriculum delivery level and pacing.

Greatest Gap

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

Our Algebra 1 score had the greatest gap when compared to the state average. Our mathematics Algebra 1 had only a 40% pass rate of a state score of a 3 or better. The State had a 63% score of a 3 or higher. This was the lowest pass rate for our Algebra since 2020-21 when we had a 39% pass rate. We did eliminate our Alg. 1a course that spent a year on working with our lowest entering 9th grade students a full year of mathematics Alg. 1 remediation before entering back into our regular State mathematics testing population.

EWS Areas of Concern

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

A continued concern is our student attendance. Great attendance is the gateway for student success. Working with families to accomplish high daily attendance will have a direct impact on student's learning and high school success. We are excited to use the new FOCUS attendance and tardy sub-programs so we have better students, staff, and family's communications and understanding of the needs for our 9-12 population with 10% or more absences.

Highest Priorities

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

1. Increase the performance of our overall Algebra 1 students BEST EOC scores especially with the emphasis to increase our Algebra 1 learning gains, as well as L-25.
2. Maintain and increase the performance of our overall Geometry students as well as continue to increase our geometry learning gains and L-25 students' BEST EOC scores.
3. To increase the posting of our post-secondary (advance cell) graduate numbers. We reached an

all-time school high of 84% last year but should be at 95+ for every graduating class.

4. Improve attendance and decrease the number of tardies across all grade levels.

5. Increase performance of the lowest English II student FAST PM Scores.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our current level of performance shows that 66% of students are proficient, as measured by the 2025-26 FAST PM3 ELA FAST Assessment. This ranks as one of the highest performances ever achieved by Dunedin High School in ELA. 34% of students were below proficiency. Focusing on intentional planning, differentiation, strong instructional planning, and the BEST texts will reduce the number of students below proficiency by, at least, 4% and increase our students' proficiency to at least 70%.

Measurable Outcome

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

The percentage of all students achieving ELA BEST proficiency will increase from 66% to at least 70%, as measured by the 2026-27 PM Cycle 3 ELA FAST Assessment.

Monitoring

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

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

Person responsible for monitoring outcome

Jim Kiblinger (kiblingerj@pcsb.org) & Mrs. Murphy (murphyama@pcsb.org)

Evidence-based Intervention:

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

Description of Intervention #1:

Staff will strengthen instructional practices through: • cognitive engagement with content • writing to learn • formative assessments/feedback • close reading & annotation strategies • academic discourse with the non-negotiables for the five essentials of effective instruction. Collaboratively working together to implement strategy walks within and across disciplines. • Intentionally planning grounded in objectives, common assessments, WICOR strategies, and evaluation of student work. • Continue using higher-level thinking to align learning action to standards with rigor. • Focus on formative assessment strategies that monitor for student learning and mastery of standards.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

ELA teachers will engage in district provided professional learning opportunities.

Person Monitoring:

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

By When/Frequency:

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

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

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

Action Step #2

This year, teachers will focus on rigorous engagement of students. This will include the integration of engaging but rigorous classroom activities, graphic organizers, and varied practice/progress monitoring. Teachers will plan to use the most current and best practices in order to deepen student thinking and increase learning gains/achievement.

Person Monitoring:

Jim Kiblinger-kiblingerj@pcsb.org, Amanda

By When/Frequency:

On going through the school year.

Murphy-murphyama@pcsb.org

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

Administrators will conduct consistent walkthroughs to provide actionable feedback. These walkthroughs will be debriefed to foster a growth mindset and improved pedagogical practices. These will focus on implementation strategies tied to our school focuses and personal professional and instructional growth. Teachers will also participate in strategy walks throughout the year.

Action Step #3

Teachers will analyze student data to monitor student progress toward mastery and develop intentional remediation plans/lessons. Students and teachers will continue to use graphic organizers and benchmark tracking systems to monitor progress towards and areas of deficiency for each standard.

Person Monitoring:

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

By When/Frequency:

On going throughout the school year.

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

As administration walks through classrooms, they will be checking for the five essentials. Specifically, they will be checking for alignment. All similarly titled classes should be working with the same texts, standards, and lessons. Content should be differentiated based on the level of students in the classroom. ELL students should be using glossaries consistently. Teachers should have a common board configuration.

Action Step #4

Students and teachers will continue use of graphic organizers and benchmark tracking systems to monitor progress towards and areas of deficiency for each standard. Throughout lessons, teachers will use BEST texts and anchor charts to assist students in mastery of standards. PM1 and PM2 will record growth over the progression of the school year with appropriate remediation being added as the department works and preps towards FAST PM3.

Person Monitoring:

Jim Kiblinger (kiblingerj@pcsb.org) & Mrs. Murphy On going throughout the school year.
(murphyama@pcsb.org)

By When/Frequency:

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

Teachers will closely monitor student progress with each standard using district trackers and graphic organizers. They will then group students based on their areas of need. Students will gain an in-depth understanding of the exact questions they will be asked on the FAST.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

The implementing of the focused note taking AVID strategy through all areas of mathematics supporting our students with math vocabulary fluency and increasing math literacy. The increases in math literacy will extend student success in better understanding real world math scenarios that are presented on the EOC and thus improving their success rates and test scores. The PBIS reward system will be used and is designed to focus on individual successes and improvements, so all students can be recognized for those successes no matter their current level of understanding and mastery.

Measurable Outcome

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

The focus is to increase Mathematics scores to above 60% in ALG (current is at 41% overall - 38% 9th graders, 40% 10th graders and the state - 57%) and 70% in Geometry (current is at 65% overall - 80% 9th graders, 62% 10th graders, 43% 11th graders and the state - 56%). There will also be added emphasis to assist students with making positive learning gains from one bucket to the next and helping those “bubble students” make positive learning gains, that produce more student passing scores.

Another area in need of continued focus is the use of our district-approved materials to support the progression of our ALG 1A students through ALG 1 in 10th grade and into Geometry in 11th grade. While this strategy was successfully implemented during the previous school year, the department will continue to refine and strengthen these practices. To support this ongoing effort, we will maintain standards-based instruction aligned with district-provided resources, promote instructor collaboration, engage in active progress monitoring, and provide targeted remediation. District-approved resources will continue to be utilized as essential tools for instruction, data analysis, and intervention.

Monitoring

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

The department successfully implemented the use of district-approved resources during the previous school year and will continue this practice moving forward. At least one class period per week will remain dedicated to utilizing computer-based remediation resources. These sessions will be used to measure mastery and understanding of standards, as well as to provide review and targeted remediation. Instruction will continue to incorporate district-provided materials, with assessments serving as key data tools for monitoring student progress. Cycle assessment data and other formative measures will guide decisions regarding student growth and learning gains, as well as the need for whole group or small group remediation as needed.

In addition, teachers will continue to strengthen their instructional practices by attending district trainings and professional development opportunities aligned to these resources. Focused monitoring and data analysis will take place through collaborative planning periods, PLCs, and data meetings to ensure ongoing improvement and student success.

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

Using the data provided through district provided module assessments and cycle assessments, etc. will be reviewed and measured to make instructional decisions and individualized remediation plans. Also, instructors will utilize the data provided by district produced assessments and measures, and of course cycle assessments, to identify student strengths and weaknesses, and thus producing adjustments to instruction to remediate weak standards and scaffold differentiated instruction. Utilize Professional Development to strengthen and improve teacher practice and instruction and then put into action those strategies that will improve instruction and engage students through district approved BEST standards-based instruction and complex tasks. Instituting AVID strategies to improve the mode of instruction, in particular the use of focused notetaking to expand students' understanding of key math vocabulary by having students create their own definitions for terms. The school will continue to encourage students use of our ELP/tutoring offered after school on Tuesday and Thursday.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

By utilizing district resources, instructors will monitor district approved paced materials of class work

and the use of our district approved resources within each math course. This study and review to support and strengthen student understanding of targeted benchmarks/standards. Data provided from formative and cycle assessments will also be used to measure student understanding.

Person Monitoring:

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

By When/Frequency:

On going throughout the school year.

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

Weekly PLC's and collaborative sessions through common planning periods, will be used for the AP over math and math department head to meet with algebra 1 and geometry teams to review lessons, data measures, and elements observed through progress monitoring. Review of data will then be used for planning purposes, including the introduction of new material and establishing next steps for remediation of weak standards. Walk-throughs will also be used to observe these instructional expectations as well as gauge student engagement. Utilize the AVID strategy of focused note taking to improve student fluency with regards to mathematical vocabulary, thus improving mathematical literacy.

Action Step #2

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

Person Monitoring:

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

By When/Frequency:

On going throughout the school year.

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

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

Action Step #3

Teachers will continue to attend our district's monthly professional development to support their understanding of benchmarks and how to use data to promote the spiraling of their curriculum content.

Person Monitoring:

Jim Kiblinger - (kiblingerj@pcsb.org) & Chris Settle
- (settlec@pcsb.org)

By When/Frequency:

Quarterly with PD attendance and the monitoring
of the classroom PM scores.

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

At the beginning of the school year, the Mathematics Department will participate in the district's start-up District-Wide Teacher (DWT) Professional Development (PD) meeting. This session will help launch the series of monthly professional development opportunities that our mathematics teachers will attend throughout the school year as scheduled by district leadership. The instructional strategies, resources, and best practices provided during these sessions will be aligned to identified areas of instructional strength and opportunities for growth. Teachers will implement these action steps to strengthen classroom instruction, enhance curriculum delivery, and improve student achievement in

mathematics.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our current level of performance shows that 76% of students are proficient, as measured by the 2025-26 Biology EOC. This is the 7th year in a row that Biology has earned the highest performance ever for Dunedin High School. Focus will continue to be on team planning with weekly PLCs, good pacing with remediation review, and strong instructional practices.

Measurable Outcome

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

We will reduce the number of students below proficiency by 4% and look to end with an 80% student proficiency with our 2026-27 Biology EOC.

Monitoring

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

We have the highest number of Biology teachers that we have ever had. Monthly Science department and Biology PLC meetings will follow the cycle 1-3 data, as well as formative data. Students' success, by individual teacher and by course standards, along with subgroup progress on assessments will be shared at PLC meetings. Administration will monitor pacing and scope and sequence in classroom walkthroughs for our science classrooms. All Biology classes will start the 2026-27 school year with a pre-test for start-up data and Biology team assessment routine practices.

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

Teachers meet to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

By When/Frequency:

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

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

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

Action Step #2

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

Person Monitoring:

Mr. Kiblinger - kiblingerj@pcsb.org, Dr. Lucas - lucasm@pcsb.org - Mrs. McNeal - mcnealc@pcsb.org

By When/Frequency:

As needed throughout the school year with updates from Mrs. McNeal.

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

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

Action Step #3

Teachers will continue to utilize common planning and meet in weekly PLC's to prep for classroom lab activities by focusing on anchoring the learning of current curriculum standards. Biology articles will be reviewed to integrate scientific thinking protocols.

Person Monitoring:

Jim Kiblinger - (kiblingerj@pcsb.org), Dr. Lucas - (Lucasm@pcsb.org) & Carol McNeal (mcnealc@pcsb.org)

By When/Frequency:

From the start of our school start-up units and carried out right to the final unit before our EOC exams.

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

Leading with hands on laboratory experiences to anchor student learning, incorporate the reading and annotation of biology articles to strengthen scientific literacy, engage students in Biology Brain Builders to reinforce key concepts, and consistently integrate scientific thinking protocols to develop critical thinking, inquiry, and evidence-based reasoning.

Area of Focus #4

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

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

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

Our current level of performance is 80%, representing a 6-percentage-point increase from the 2024–2025 school year and exceeding the district average. To achieve our goal of increasing student achievement by an additional 10 percentage points, we will consistently implement the Five Essentials of Effective Instruction to ensure high-quality teaching and learning in every classroom. Teachers will utilize ongoing formative assessment data to monitor student progress, identify learning gaps, and make informed instructional decisions. This data-driven approach will guide the development of targeted remediation plans for small groups, differentiated learning opportunities, and spiraled review of previously taught standards. Through collaborative planning, frequent progress

monitoring, and intentional instructional practices, we will increase student mastery of grade-level benchmarks and standards, resulting in improved academic achievement and success for all students.

During the 2026–2027 school year, teachers and students enrolled in AP Human Geography, AP World History, AP United States History, U.S. Government and Politics, and Psychology will consistently utilize AP Classroom as the primary instructional support platform to strengthen content mastery and increase student success on the Advanced Placement examinations.

Measurable Outcome

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

The percentage of students demonstrating proficiency on the U.S. History End-of-Course (EOC) Assessment will increase from 80% to at least 85%, reflecting a growth target of 10 percentage points and matching the highest levels of academic performance achieved during the 2025–2026 school year. This goal will be accomplished through the consistent implementation of high-quality instructional practices, data-driven decision-making, targeted interventions, and ongoing progress monitoring to ensure all students master grade-level standards and demonstrate proficiency on the EOC assessment.

Monitoring

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

Teachers and students will actively monitor progress toward mastery of course content and benchmark-specific standards through ongoing analysis of formative and summative assessment data. Professional Learning Communities (PLCs) will meet twice monthly to engage in data-driven instructional planning informed by cycle assessment results and the implementation of AVID instructional practices. Assessment data will be analyzed to identify strengths, learning gaps, and areas requiring additional support. Teachers will use this information to provide targeted remediation and acceleration aligned to specific benchmarks, ensuring that instruction is responsive to student needs. Through collaborative data analysis, strategic instructional planning, and focused intervention on identified benchmarks, the school will work toward achieving its goal of increasing student proficiency by 10 percentage points.

Person responsible for monitoring outcome

Jim Kiblinger - kiblingerj@pcsb.org, Alicia Murray - murrayal@pcsb.org, Malcolm Moore

-mooremal@pcsb.org

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

Jim Kiblinger - kiblingerj@pcsb.org, Alicia Murray - murrayal@pcsb.org, Malcolm Moore - mooremal@pcsb.org

By When/Frequency:

- Monitoring of student progress and implementation fidelity will occur continuously throughout the school year through regular analysis of assessment data, PLC discussions, classroom observations, and progress-monitoring reviews.

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

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

Action Step #2

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

Person Monitoring:

Jim Kiblinger - kiblingerj@pcsb.org, Alicia Murray - murrayal@pcsb.org, Malcolm Moore - mooremal@pcsb.org

By When/Frequency:

- Monitoring of student progress and implementation fidelity will occur continuously throughout the school year through regular analysis of assessment data, PLC discussions, classroom observations, and progress-monitoring reviews.

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

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

Area of Focus #5

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

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

Area of Focus Description and Rationale

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

Teachers meet in monthly PLC's to review student data on assessments. Teachers will utilize strategies to include scaffolding of standards that need to be retaught and mastered using appropriate ESSA population strategies provided by the district.

Measurable Outcome

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

For 2026 - 2027 the goal is to maintain and continue to improve in all areas as of our ESSA outcome based on state data. Especially with our African American students in mathematics that are below 42% with our "math percentage passed". "Math Gain %", and our "Math Gain L25". The goal will be to increase by 10% in each of the outcome 26-27 school year results.

Monitoring

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

Testing percentages of students tested will be monitored for 100% of students in the ESSA subgroups tested at each quarterly assessment and in the final of of year EOC.

Person responsible for monitoring outcome

James Kiblinger - (kiblingerj@pcsb.org)

Evidence-based Intervention:

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

Description of Intervention #1:

We will continue to use ELP after school sessions and ELP Saturday sessions for tutoring and focused bootcamps for each of the subject areas, especially mathematics.

Rationale:

Advanced reports from Data Analytics and Performance Matters for each of our progress monitoring assessments for our ESSA subgroups will be used for monitoring. The data will be shared with SBLT to disseminate to content area teachers during department meetings and PLC work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilizing district resources, instructors will monitor district approved paced materials of class work and the use of our district approved resources within each math course. This study and review to support and strengthen student understanding of targeted benchmarks/standards. Data provided from formative and cycle assessments will also be used to measure student understanding with outside ELP time available for additional tutorials for our core subjects.

Person Monitoring:

James Kiblinger

By When/Frequency:

On going throughout the school year.

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

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Culture & Environment – School Climate/Conditions for Learning: Discipline data from the 2025–2026 school year indicate that class skipping was the most frequent discipline referral at Dunedin High School. To improve school climate and conditions for learning, the school will reduce skipping referrals by **10%** through intentionally building positive student relationships, increasing student engagement, actively monitoring hallways and campus, and reinforcing the expectation that students attend class consistently. Teachers will implement the school's Positive Behavioral Interventions and Supports (PBIS) framework by utilizing positive behavior incentives and restorative practices to foster a safe, supportive, and inclusive learning environment that promotes student attendance,

engagement, and academic success.

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 number of student discipline referrals for skipping will decrease by **10%** from the 2025–2026 baseline by the end of the 2026–2027 school year through the implementation of proactive attendance supports, PBIS strategies, restorative practices, and consistent monitoring of student attendance and engagement.

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.

The MTSS, Child Study Team (CST), and PBIS teams will monitor discipline, attendance, and Early Warning System (EWS) data on a regular basis to identify students at risk for skipping and implementing timely interventions. Ongoing monitoring will include reviewing Focus attendance and discipline reports, implementing PBIS incentives, utilizing Child Study Team recommendations, and applying restorative practices to improve classroom climate and student engagement. This collaborative approach will support increased class attendance, reduce skipping referrals, and improve overall student achievement.

Person responsible for monitoring outcome

Jim Kiblinger - kiblingerj@pcsb.org and Alicia Murray - murrayal@pcsb.org

Evidence-based Intervention:

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

Description of Intervention #1:

Implement a schoolwide PBIS staff recognition program that rewards and celebrates staff members for consistently and actively implementing PBIS practices with fidelity, including recognizing positive student behaviors, reinforcing schoolwide expectations, and contributing to a positive school climate.

Rationale:

A strong PBIS framework emphasizes recognizing and reinforcing positive behaviors rather than relying solely on punitive consequences. Consistent implementation by all staff members will promote a positive, inclusive school culture, strengthen student relationships, increase student engagement, improve attendance, and reduce discipline referrals, including skipping.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implement a weekly attendance and punctuality incentive program that recognizes and rewards students who are present, on time, and in their appropriately scheduled classes 100% of the week.

Rationale:

Quarterly PBIS celebrations involving both students and staff will be held to strengthen relationships, foster school connectedness, reinforce positive behaviors, and promote a positive school culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement a schoolwide recognition program aligned with the SOAR behaviors, core values, and schoolwide expectations. Students will earn recognition through Falcon Funds, positive phone calls home, positive referrals, Falcon postcards, and teacher nominations for specialty events.

Person Monitoring:

Jim Kiblinger - kiblingerj@pcsb.org and Alicia Murray - murrayal@pcsb.org

By When/Frequency:

Monitoring of student progress and implementation fidelity will occur continuously throughout the school year.

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

The PBIS team will implement and promote the SOAR core values—Self-Awareness, Open-Mindedness, Accountability, and Respect—through explicit instruction, consistent reinforcement, and schoolwide recognition. Staff will integrate SOAR expectations into daily classroom practices and acknowledge students who demonstrate these behaviors through PBIS incentives and recognition programs. The impact of this action step will be monitored through monthly reviews of discipline and attendance data, PBIS participation rates, student and staff feedback, and trends in positive behavior referrals to evaluate the effectiveness of implementation and guide continuous improvement.

Area of Focus #2

Student Attendance

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.

Student attendance is vital to a students success. After reviewing the school data for 2025 - 2026 attendance and class tardies are a major concern with only 28 students achieving perfect attendance for the school year, and 297 students having over 15 daily absences. There were 33 students with

over 50 absences for the school year. If students are not in class, they cannot learn.

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 goal is to increase student attendance and reduce tardies to class by 50% for the 2026 - 2027 school year. This will be based on daily attendance reports and looking at students who are present for full days compared to partial daily attendance.

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.

MTSS over our Child Study team, SBLT team, DMT, guidance team, and leadership team will monitor student attendance. The first step is for teachers to contact the parents/ guardians of absences through email, or phone call and notifying administration regarding students who are not in attendance for more than 3 days. The next step is for daily attendance reports to be pulled to look for trends and students who are habitually absent. The Child Study team will then take action to determine the students reason behind the absences.

Person responsible for monitoring outcome

Jim Kiblinger (kiblingerj@pcsb.org) and Alicia Murray (murrayal@pcsb.org)

Evidence-based Intervention:

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

Description of Intervention #1:

Daily attendance reports looking for trends in absences and identifying students who are absent for more than 3 days in a row without prior communication from the family or guardian. After noticing any outliers the students will need to be contacted by their teachers and administrators. If the absences continue then the recommendation for the Child Study Team will be made. In align with our district and school core values through family relationships and connectedness to students.

Rationale:

By keeping close communication with families and guardians the school-based teams will be able to increase home involvement with the student in order to determine the current concerns regarding attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

By keeping close communication with families and guardians the school-based teams will be able to increase home involvement with the student in order to determine the current concerns regarding attendance.

Person Monitoring:

Jim Kiblinger - (kiblingerj@pcsb.org), Alicia Murray
- (murrayal@pcsb.org)

By When/Frequency:

Students who are exhibiting excessive absences and/or tardies will be recommended to Child Study, restorative practice groups, and to consider Check and Connect with a formal mentor as we work with tier 1, tier 2, and tier 3 interventions.

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

PBIS will focus on the SOAR expectations and reward attendance and on time attendance to all classes weekly. This will include Falcon Funds, rewards, incentives, principal call outs, and public acknowledgement. Monthly there will be a school store for purchases utilizing their Falcon Funds, and quarterly there will be events to celebrate students who exhibit SOAR characteristics. The main focus will be attendance and participation in class.

Area of Focus #3

Other: Advanced Academics to Promote Post-Secondary College and Career Opportunities

Area of Focus Description and Rationale

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

The school has an active AVID Site Team and College and Career Coordinator, along with a robust school counseling team, who work together regularly to conduct college and career awareness activities on campus for both parents and families. Included are an extensive college week, financial aid presentations, in-box messages delivered directly to students with info regarding college visits, job fairs, potential job opportunities/internships, and various lunchtime and evening info meetings. In addition to college and career awareness activities, DHS provides various pathways/opportunities for students to obtain dual enrollment credit through SPC, advanced placement credit, as well as industry certifications. Industry certifications are available for students through PTC or while enrolled at DHS technical programs.

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 school team will work to maintain the number of students graduating with our previous school

year of 100% of students are provided exposure to college and career awareness activities according to the PCSB Comprehensive School Counseling Plan. The school team will work to ensure that the number of students earning college credit for AP and DE classes or earning an industry certification increases by 5% over the previous year. The graduation rate goal will continue to be 100% for the Class of 2027 and there should be 0 students who are behind on credits and on track requirements. The goal is to have 100% of students passing the reading and math requirements based on state testing or concordant scores.

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 use Data Analytics as the tool to measure and single out the students that still need to have this goal added to their schedule or for testing sign-ups. We will continue with the pacing and progress monitoring of our advance Placement classrooms, Industry Certification courses w/pre-test qualifying scores and dual enrollment student progress. These indicators will be review quarterly. We will utilize acceleration and provide to each overseeing counselor to provide specific feedback to students about what courses they have potential for success in. Graduation progress is monitored by the school counseling team in conjunction with the administrative team. Credit checks are done at the beginning and end of each school year in order to be certain students are on track to graduate. Students who are in need of credit recovery are provided such opportunities both throughout the school year and during the summer months.

Person responsible for monitoring outcome

Jim Kiblinger (kiblingerj@pcsb.org), Dr. Lucas (lucasm@pcsb.org), and Julianne Harris (Harrisjul@pcsb.org)

Evidence-based Intervention:

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

Description of Intervention #1:

The Assistant Principal for Curriculum, in conjunction with the school counseling team, will review the graduation plan progress for each student. Families of students identified as not being on track to graduate will be notified and placed on a quarterly monitoring list. Using the AP potential report, the school team will ensure that all students that have AP potential are placed in AP or DE courses (SPC, UF & PTC). The administrator over DAP will work with teachers who are instructing courses designed to provide industry certifications to attend their specially designed professional cohort report data to determine which students have not yet met the necessary development sessions. These PD sessions will help teachers guide students to achieve higher pass rates on the certification tests.

Rationale:

Specific feedback regarding the effectiveness of instructional strategies related to higher level questioning, student engagement and other Culturally Relevant Teaching methodologies. Feedback will be provided to teachers on an on-going basis by all administrators, and on official observation documents. It is imperative that all educators identify both obvious and subtle individual, organizational and cultural actions that perpetuate the status-quo in social structure. We must empower our students and bridge the gap between home and school. Tutoring has made a difference in the past for all level of students. Test prep and tutorial sessions will continue to be offered for our students to help with the PERT, PSAT, ACT, SAT and CLT for dual enrollment testing qualifiers. Tutoring in our ELP sessions will continue to help our students with industry certifications when taught by instructors that have earned those certifications have higher pass rates by their students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Increase the total number of students accessing AP and Dual Enrollment course work and passing courses with a C or higher in formal grading periods. This will be accomplished through utilizing AVID WICOR strategies to increase student retention and engagement in the course work. Strategies will include Focused Notetaking, Socratic Method, Study Groups, Writing to Learn, Reading to Learn, and Inquiry Activities.

Person Monitoring:

Jim Kiblinger (kiblingerj@pcsb.org) & Dr. Lucas (lucasm@pcsb.org)

By When/Frequency:

Continuously throughout the school year

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

Increase the number of students enrolled in AP, SLS 1301, AVID 3DE, and our ARC DAP program classes. Increased use of the "AP Classroom" component from College Board will be monitored by AP over our Advance Placement courses. The College Experience as a support on their future college and career goals and to be able to gain knowledge regarding the college and trade school going process for postsecondary success.

Action Step #2

Programs including 3DE, Robotics, Cosmetology, Architecture, Culinary, Construction will increase retention of students, and recruitment of zoned students to Dunedin will increase in order to provide future opportunities to students as evident through industry certifications. The goal is to increase industry certifications by 10% in all areas and increase the total number of students eligible for the Gold Seal Vocational award.

Person Monitoring:

Jim Kiblinger (kiblingerj@pcsb.org) & Chris Settle (settlec@pcsb.org)

By When/Frequency:

Quarterly checks will be made on CTE industry cert. testing and testing outcomes.

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

Monitoring will continue through the pacing and progress reviews of our DAP classrooms and Industry Certification courses, with a focus on students meeting pre-test qualifying scores and earning CAPE Industry Certifications. Student progress toward certification attainment will be monitored through quarterly data reviews. Performance indicators will be analyzed to evaluate student growth, identify areas requiring additional support, and ensure students remain on track for certification success. Acceleration strategies and targeted interventions will be implemented as needed. Classroom teachers and the assistant principal overseeing the DAP programs will use this data to provide individualized feedback, monitor student readiness, and support each student's potential for success in earning industry certifications.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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