

Pinellas County Schools

DUNEDIN HIGHLAND MIDDLE 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

Dunedin Highland Middle School will close achievement gaps and ensure that all scholars are prepared for college, career, and life success by providing a safe, respectful, and supportive learning environment that inspires pride, promotes excellence in instructional practices, and fosters high levels of student achievement.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Garyn Boyd

boydga@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Ensure that all SIP goals / initiatives are implemented, monitored, and measured with fidelity.

Leadership Team Member #2

Employee's Name

Erika Sun

sune@pcsb.org

Position Title

Assistant Principal 8th Grade

Job Duties and Responsibilities

Monitor and measure the implementation of the SIP goal(s) for ELA and Reading.

Leadership Team Member #3

Employee's Name

William Muhlstadt

muhlstadtw@pcsb.org

Position Title

Assistant Principal 6th Grade

Job Duties and Responsibilities

Monitor and measure the implementation of the SIP goal(s) for Math.

Leadership Team Member #4

Employee's Name

Kim Vongsyprasom

vongsyprasomk@pcsb.org

Position Title

Assistant Principal 7th Grade

Job Duties and Responsibilities

Monitor and measure the implementation of the SIP goal(s) for Science.

Leadership Team Member #5

Employee's Name

Sarah Davidson

davidsonsa@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Monitor and measure the implementation of the SIP goal(s) for Discipline

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.

As part of the School Improvement Plan (SIP) development process, we gathered input from a variety of stakeholders, including our School Advisory Council (SAC), PTSA, parent groups, community leaders, teachers, staff members, and the school leadership team. Stakeholders were surveyed to collect feedback regarding school priorities, areas for improvement, and potential strategies to support student achievement during the 2026–2027 school year.

In addition to survey data, school administrators engaged in collaborative planning sessions, data chats, and informal discussions with teachers throughout the year to gather insight into instructional practices, student needs, and barriers to academic success. This collaborative process ensured that the SIP reflects the perspectives of those most directly involved in supporting student learning and school improvement.

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)).

Our SIP goals will be regularly monitored by the principal and AP's as part of Site Based Leadership team, MTSS, CST, weekly meetings. One week will be dedicated to academic data and the following week to discipline and attendance data. Our L25 scholars goals and ongoing progress monitoring data will be tracked by our Math Coach and ELA / Reading Team Leader. All academic and behavior data will be tracked according to the MTSS system of Tier 1, Tier 2, and Tier 3. If any aspect of the plan needs to be revised, input / feedback will be acquired through various teacher / staff meetings, SAC & PTSA meetings, and in Tier 2 / Tier 3 meetings with teachers and parents.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	70.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

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
	K	1	2	3	4	5	6	7	8	
School Enrollment							342	310	271	923
Absent 10% or more school days							71	45	43	159
One or more suspensions							7	35	28	70
Course failure in English Language Arts (ELA)							5	0	0	5
Course failure in Math							10	2	2	14
Level 1 on statewide ELA assessment							31	45	32	108
Level 1 on statewide Math assessment							39	28	24	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							38	30	39	107

Current Year 2026-27

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							14	8	5	27
Students retained two or more times							9	0	1	10

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

Prior Year (2025-26) 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							20	44	45	109

Prior Year (2025-26) 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							6	3	4	13
Students retained two or more times							6	2		8

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 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*	68	63	62	70	60	58	59	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	65	60	61	72	59	59	61	58	56
ELA Lowest 25th Percentile	44	51	53	58	52	52	51	53	50
Math Achievement*	75	65	65	75	65	63	65	61	60
Math Learning Gains	70	57	62	74	60	62	70	61	62
Math Lowest 25th Percentile	59	52	57	65	59	57	61	59	60
Science Achievement	68	60	57	70	59	54	55	52	51
Social Studies Achievement*	86	81	77	83	79	73	75	75	70
Graduation Rate									
Middle School Acceleration	95	84	82	98	84	77	92	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	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)	ATSI
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	630
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	71%	62%	61%	45%	48%	

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	39%	Yes	1	
English Language Learners	45%	No		
Asian Students	82%	No		
Black/African American Students	54%	No		
Hispanic Students	61%	No		
Multiracial Students	69%	No		
White Students	82%	No		
Economically Disadvantaged Students	61%	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	68%		65%	44%	75%	70%	59%	68%	86%	95%			
Students With Disabilities	26%		39%	40%	36%	50%	46%	24%	48%				
English Language Learners	28%		40%	33%	44%	48%	46%	18%	68%	80%			
Asian Students	80%		70%		90%	70%		81%		100%			
Black/African American Students	40%		43%	37%	55%	54%	49%	45%	73%	87%			
Hispanic Students	55%		54%	42%	62%	63%	51%	50%	80%	92%			
Multiracial Students	63%		62%		65%	64%		50%	94%	88%			
White Students	84%		77%	56%	89%	80%	75%	85%	93%	97%			
Economically Disadvantaged Students	53%		54%	45%	61%	59%	57%	54%	79%	91%			
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	70%		72%	58%	75%	74%	65%	70%	83%	98%			48%
Students With Disabilities	32%		50%	45%	40%	57%	49%	51%	66%				42%
English Language Learners	42%		61%	57%	47%	64%	69%	26%	52%				48%
Asian Students	94%		93%		93%	83%		80%	89%	95%			
Black/African American Students	40%		55%	56%	50%	59%	54%	47%	73%	100%			
Hispanic Students	60%		64%	49%	65%	69%	69%	59%	73%	94%			47%
Multiracial Students	83%		85%		81%	73%	80%	81%	90%	100%			
White Students	82%		78%	68%	86%	82%	67%	82%	88%	99%			
Economically Disadvantaged Students	54%		64%	60%	60%	63%	59%	51%	74%	96%			49%

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

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	6	66%	64%	2%	62%	4%
ELA	7	73%	63%	10%	62%	11%
ELA	8	70%	62%	8%	60%	10%
Math	6	66%	63%	3%	60%	6%
Math	7	27%	24%	3%	53%	-26%
Math	8	80%	62%	18%	61%	19%
Science	8	71%	59%	12%	52%	19%
Civics	7	95%	89%	6%	77%	18%
Civics	8	70%	59%	11%	75%	-5%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	93%	81%	12%	84%	9%
Geometry	8	100%	97%	3%	95%	5%

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?

Civics was the one content area in which we demonstrated growth from the previous school year. While most of our achievement cells remained relatively consistent with last year's performance, Civics showed measurable improvement. A significant contributing factor was the addition of a new assistant principal who previously served as a successful Civics teacher and brought extensive content knowledge and instructional expertise to the role.

Under his leadership, the school implemented several targeted strategies, including Civics boot camps, intentional review and reteach opportunities during core instruction, and structured intervention support for students needing additional assistance. To maximize instructional effectiveness, administrative support was provided by covering classes and duties, allowing Civics teachers dedicated time to conduct small-group instruction and targeted review sessions. These focused efforts increased student access to standards-based instruction and intervention, contributing to improved student performance in Civics.

Lowest Performance

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

ELA was our lowest-performing content area during the 2025–2026 school year. Our ELA proficiency rate declined from 70% to 66%, while our overall ELA Learning Gains rate was 63%. Our most significant area of concern was the ELA Lowest 25% (L25) Learning Gains cell, which achieved only 44%, making it the lowest-performing cell.

These results indicate a need for increased focus on differentiated Tier 1 instruction, targeted interventions, progress monitoring, and support for our lowest-performing readers. Analysis of student performance data suggests that many students, particularly those in the L25 subgroup, require more systematic intervention, frequent progress monitoring, and opportunities for small-group instruction focused on foundational literacy skills and grade-level comprehension. Improving outcomes for our ELA L25 students will be a primary focus of our School Improvement Plan, as increasing proficiency and learning gains within this subgroup will have a significant impact on overall school performance.

Greatest Decline

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

contributed to this decline.

Our greatest area of decline was ELA Learning Gains for our Lowest 25% (L25) scholars, decreasing from 58% learning gains last year to 44% this year. Several factors contributed to this decline. In ELA, instructional practices in some classrooms did not consistently meet the needs of all learners despite ongoing coaching and support efforts. Specifically, differentiation and targeted interventions were not implemented with the level of effectiveness needed to accelerate growth among our L25 scholars. To address this, staffing changes have been made for the 2026–2027 school year to strengthen instructional capacity and improve outcomes for students.

Another contributing factor was the loss of a highly effective ESE teacher in November. The transition to a new teacher created challenges in providing consistent, differentiated instruction to meet the diverse needs of students in our inclusive core classrooms. Moving forward, we will focus on strengthening support systems, providing targeted professional development, and ensuring high-quality differentiated instruction to improve learning gains for our L25 and ESE scholars.

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.

No Answer Entered

EWS Areas of Concern

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

An area of significant concern identified through our data analysis is the number of students exhibiting multiple Early Warning System (EWS) indicators. Currently, 107 scholars have two or more early warning indicators, placing them at increased risk for academic difficulty, course failure, and future disengagement from school.

Additionally, the number of students performing at Level 1 on state assessments remains a concern. In ELA, 108 scholars scored at Level 1, while 91 scholars scored at Level 1 in Mathematics. These students represent our most academically at-risk population and will be a primary focus of intervention efforts during the 2026–2027 school year.

Highest Priorities

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

Our highest priority is increasing ELA and Mathematics proficiency among our Black / African American and ESE subgroups, while also improving outcomes for our ELA Lowest 25% (L25) students. These groups represent our greatest opportunities for growth, and increasing the number of scholars who achieve proficiency will positively impact overall student achievement, learning gains, and school performance.

To achieve this goal, teachers will utilize formative assessment data, targeted small-group instruction, and evidence-based instructional practices to address individual student needs and accelerate

learning. Additional supports, including intervention opportunities, progress monitoring, and data-driven instructional planning, will be implemented to improve proficiency rates and learning gains for Black students, ESE students, and our L25 scholars. By focusing on high-quality instruction and targeted support, we aim to close achievement gaps and increase academic success for all students.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Ensure students requiring Exceptional Student Education (ESE) services achieve mastery of meaningful and measurable Individualized Education Plan (IEP) goals while accessing grade-level benchmarks within their Least Restrictive Environment (LRE) through inclusive practices, specially designed instruction (SDI), collaborative planning, and data-driven decision-making aligned to the district's Teaching and Learning Pillars.

Measurable Outcome

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

Our current level of learning gains on the ELA FAST for our 6th - 8th grade ESE inclusive scholars is 23%.

☐ We expect our performance level to be 50% by the 2026-2027 PM3 ELA FAST.

Monitoring

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

School Administrators will monitor this goal and action step using PD logs and coaching documentation and observational data.

Person responsible for monitoring outcome

Garyn Boyd

Evidence-based Intervention:

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

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

Description of Intervention #1:

Provide PD and coaching cycles on High-Leverage Practices and SDI implementation.

Rationale:

Professional Learning; Instructional Excellence Increased teacher capacity and inclusive practice

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

Provide PD and coaching cycles on High-Leverage Practices and SDI implementation.

Person Monitoring:

Garyn Boyd

By When/Frequency:

Quarterly

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

School administrators and teacher leaders will develop and implement a monthly professional development plan for ESE teachers focused on high-leverage instructional practices, differentiation, inclusive classroom supports, progress monitoring, and standards-based instruction. Professional development sessions will be facilitated by district ESE specialists, instructional coaches, and teacher leaders.

ESE teachers will participate in monthly ESE Professional Learning Community (PLC) meetings to analyze student performance data, review instructional practices, collaborate on intervention strategies, and share successful approaches for supporting students with disabilities. During PLC meetings, teachers will review classroom walkthrough data and discuss implementation of targeted instructional strategies.

In addition to group professional development, administrators will provide individualized coaching and support based on classroom observations and identified areas of need.

Monitoring and Evidence of Implementation:

Monthly professional development and ESE PLC calendars, agendas, and sign in sheets

Classroom walkthrough data focused on high-leverage instructional practices

Coaching logs and feedback documentation from district coaches

Progress-monitoring data for ESE students

Quarterly reviews of ESE subgroup achievement and learning gains data

Area of Focus #2

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.

Goal: Develop and implement a systematic, data-driven intervention process to accelerate academic achievement and learning gains for students who have not yet demonstrated proficiency.

Rationale for Evidence-based strategy: Schools improve outcomes when intervention systems are proactive, targeted, and monitored regularly. Students requiring support benefit most when intervention occurs immediately following identification of skill gaps and is aligned directly to student needs.

Measurable Outcome

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

Our current level of proficiency on the ELA FAST for our 6th - 8th grade African American scholars is 38%.

☐ We expect our performance level to be 50% by the 2026-2027 PM3 ELA FAST.

Monitoring

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

Biweekly PLC meetings to review formative assessment data, benchmark assessment results, and progress-monitoring data for students receiving interventions.

Classroom walkthroughs and observations to monitor the implementation of differentiated instruction, small-group interventions, and evidence-based instructional practices.

MTSS and problem-solving team meetings to review student response to interventions and adjust supports as needed.

Person responsible for monitoring outcome

Erica Sun

Evidence-based Intervention:

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

Description of Intervention #1:

• Targeted Small Group Instruction • MTSS Framework • Progress Monitoring • Extended Learning Opportunities • Data-Based Decision Making

Rationale:

Rationale for Evidence-based strategy: Schools improve outcomes when intervention systems are proactive, targeted, and monitored regularly. Students requiring support benefit most when intervention occurs immediately following identification of skill gaps and is aligned directly to student needs.

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

Utilize Professional Learning Communities (PLCs) to analyze student work, benchmark data, and formative assessments to plan targeted interventions and enrichment opportunities for Black students.

Person Monitoring:

Erika Sun

By When/Frequency:

Quarterly

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

Teachers will participate in biweekly Professional Learning Community (PLC) meetings to analyze student work samples, district benchmark assessments, common formative assessments, and classroom performance data for Black students. PLC teams will disaggregate data to identify trends, strengths, learning gaps, and standards requiring additional support.

Based on the data analysis, teachers will collaboratively develop targeted intervention plans for Black students who have not yet demonstrated proficiency on grade-level standards. Interventions may include small-group instruction, targeted skill remediation, tutoring opportunities, spiral review of priority standards, and differentiated classroom supports.

PLC teams will also identify Black students who have demonstrated mastery of grade-level standards and develop enrichment opportunities that extend learning.

Teachers will monitor student progress through ongoing formative assessments and common assessments, adjusting interventions and enrichment opportunities as needed. Administrators and teacher leaders will support PLCs by facilitating data discussions, providing instructional resources, and monitoring the implementation of agreed-upon action steps.

Area of Focus #3

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.

Goal: Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Strategy: Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

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.

Dunedin Highland Middle School will increase ELA proficiency from 66% to 71% as measured by 2026-27 PM 3 ELA FAST.

Monitoring

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

This area of focus will be monitored using a district created teacher feedback tool as well as by

utilizing ongoing ELA data specific to how students are performing on ELA benchmarks to see if supports that are in place are working.

Person responsible for monitoring outcome

Garyn Boyd

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:

Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles.

Rationale:

Rationale for Evidence-based Strategy: Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

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

Instructional supports for students during core instruction.

Person Monitoring:

Garyn Boyd

By When/Frequency:

Bi-Weekly

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. Appropriate support will be identified and frequently monitored through PM benchmark data and informal assessment and include access to grade-level text and beyond, as well as small group instruction (e.g., Pop-Up Small Groups) to ameliorate gaps early.

Action Step #2

ELA teacher feedback

Person Monitoring:

Garyn Boyd

By When/Frequency:

September 30th, 2026 / Weekly

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

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

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.

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 86% to 90% . As the state tested course in middle school social studies, the Civics EOC contributes to the school grade. Our school will always strive to hold students to the highest academic standards and support that with sound educational decisions.

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.

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 86% to 88% .

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers.

Person responsible for monitoring outcome

William Muhlstadt

Evidence-based Intervention:

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

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

Description of Intervention #1:

Evidence-based Intervention: Deepen understanding of the Florida's NGSSS CIVICS standards and benchmarks as a non-negotiable for improving student outcomes as evidenced by the End of Course assessment and final exams. Identify Critical Content Teacher clarity

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

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

Collaborative Planning for Standards-Based Instruction

Person Monitoring:

Williams Muhlstadt

By When/Frequency:

Bi-Weekly

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

- During collaborative planning, teachers and administrators use state and district-developed resources (curriculum guides, Civics Instructional Guide, Civics Teachers' Guide) to clearly identify benchmarks and clarifications that define the full expectations of the standards.
- During collaborative planning, learning objectives, success criteria, and checks for understanding are determined and implementation is discussed.

Area of Focus #5

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.

Area of Focus: Strengthen student achievement on Science standards by establishing a consistent

system of formative assessment and ongoing progress monitoring that makes student thinking visible, informs instruction in real time, and ensures timely support for all learners.

Rationale for Evidence-Based Strategies:

- Formative assessment is one of the most powerful tools for improving student learning when it is used to inform instruction, not just measure it. Research demonstrates that when teachers consistently gather evidence of student understanding and adjust instruction accordingly, student achievement improves significantly.
- Effective formative assessment practices make learning visible. When students are asked to write, explain, discuss, or demonstrate their thinking, teachers gain immediate insight into what students understand and where misconceptions exist. This allows for timely, targeted responses that prevent small misunderstandings from becoming larger learning gaps.
- Ongoing progress monitoring solidifies learning. By revisiting key skills and tracking growth over time, teachers reinforce learning, support retention, and ensure that students are building toward mastery of Science standards. This process also helps students see their own progress, which increases motivation and ownership.
- Formative assessment also serves to stretch thinking. Well-designed checks for understanding go beyond recall and require students to explain, justify, and apply their knowledge. This aligns instruction to the rigor of grade-level standards and prepares students for the demands of benchmark assessments.
- Finally, the impact of formative assessment is amplified through collaborative professional practices. When teachers work together to analyze student data, identify trends, and plan next steps, they are better able to respond to student needs. Ongoing cycles of assessment, analysis, and instructional adjustment create a responsive system that continuously improves teaching and learning.

Measurable Outcome

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

Our current level of performance in 8th grade is 62% proficiency, as evidenced on the Spring2026Grade8Statewide Science Assessment.

☐ We expect our performance level to be 68% by the 2026-2027 SSA.

Monitoring

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

Monitoring will include, Collaborative planning and PLC logs, administrator will attend bi-weekly

collaborative planning (one week CGS and alternate week traditional), and track ongoing benchmark proficiency (looking at heat maps) data.

Person responsible for monitoring outcome

Kim Vongsyprasom

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:

Evidence-Based Strategies to Support: • Ongoing progress monitoring aligned to current teaching as well as spiraled standards from previous content/grade levels • Use of checks for understanding that make student thinking visible (e.g., writing, discussion, quick responses) • Data-driven instructional adjustments based on student performance • Collaborative analysis of student data to inform planning and intervention

Rationale:

Rationale for Evidence-Based Strategies: Formative assessment is one of the most powerful tools for improving student learning when it is used to inform instruction, not just measure it. Research demonstrates that when teachers consistently gather evidence of student understanding and adjust instruction accordingly, student achievement improves significantly. Effective formative assessment practices make learning visible. When students are asked to write, explain, discuss, or demonstrate their thinking, teachers gain immediate insight into what students understand and where misconceptions exist. This allows for timely, targeted responses that prevent small misunderstandings from becoming larger learning gaps. Ongoing progress monitoring solidifies learning. By revisiting key skills and tracking growth over time, teachers reinforce learning, support retention, and ensure that students are building toward mastery of Science standards. This process also helps students see their own progress, which increases motivation and ownership. Formative assessment also serves to stretch thinking. Well-designed checks for understanding go beyond recall and require students to explain, justify, and apply their knowledge. This aligns instruction to the rigor of grade-level standards and prepares students for the demands of benchmark assessments. Finally, the impact of formative assessment is amplified through collaborative professional practices. When teachers work together to analyze student data, identify trends, and plan next steps, they are better able to respond to student needs. Ongoing cycles of assessment, analysis, and instructional adjustment create a responsive system that continuously improves teaching and learning.

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 and administrators will utilize Performance Matters reports and district benchmark assessment data to monitor student mastery of grade-level standards throughout the school year.

Person Monitoring:

Kim Vongsyprasom

By When/Frequency:

Bi-Weekly

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

Assessment results will be analyzed during PLC meetings to identify strengths, areas of need, and specific standards requiring additional support. Based on the data, teachers will develop a plan for spiral review, create intervention groups for students who have not yet demonstrated mastery, and provide enrichment opportunities for students who have mastered the content. Instruction will be differentiated to address individual student needs, ensuring all students receive appropriate levels of support and challenge. Ongoing progress monitoring will be used to evaluate the effectiveness of instructional strategies and interventions, allowing teachers to make timely adjustments to improve student achievement.

Teachers will administer district benchmark assessments and utilize Performance Matters reports following each assessment cycle.

PLC teams will meet biweekly to analyze assessment data, identify standards with low mastery rates, and determine instructional next steps.

Teachers will develop and implement spiral review plans that intentionally revisit previously taught standards identified as areas of need.

Students scoring below proficiency will be placed into targeted intervention groups based on specific skill deficits.

Administrators will support teachers through data chats, planning sessions, and classroom coaching focused on standards-based instruction and differentiation.

Area of Focus #6

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.

Monitor whole group or small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

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.

Dunedin Highland Middle School will increase Math proficiency from 75% to 78% as measured by 2026-27 PM 3 Math FAST.

Monitoring

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

Monitor student progress every 2–3 weeks using standards-based assessments and skill-specific progress-monitoring tools.

Conduct classroom walkthroughs and instructional rounds using a TQE (Tasks, Questioning, Evidence) look-for tool to monitor:

- Use of high-quality, cognitively demanding mathematical tasks.
- Purposeful questioning that promotes reasoning, justification, and mathematical discourse.
- Collection and use of evidence of student understanding to guide instruction.

Person responsible for monitoring outcome

Erika Sun

Evidence-based Intervention:

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

Description of Intervention #1:

Evidence-Based Strategy to support: Direct-Systemic Small Group Instruction for Core, Tier 2 / Tier 3 instruction

Rationale:

Direct, systematic small-group instruction provides targeted support for students who have not yet mastered grade-level standards and require additional intervention beyond core instruction. Through explicit teaching, guided practice, immediate feedback, and frequent progress monitoring, teachers can address specific skill deficits while meeting students at their instructional level. Small-group instruction allows for increased opportunities for student engagement, individualized support, and differentiated learning experiences. Implementing Tier 2 and Tier 3 interventions with fidelity helps accelerate academic growth, close achievement gaps, and increase proficiency and learning gains for struggling learners.

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

Direct-Systemic Small Group Instruction for Core, Tier 2 / Tier 3 instruction

Person Monitoring:

William Muhlstadt

By When/Frequency:

Quarterly

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

Provide scheduled small-group intervention sessions a minimum of three times per week using evidence-based intervention programs and cognitively demanding mathematical tasks aligned to grade-level standards and student needs.

Implement the TQE process during intervention and core instruction by:

Selecting and facilitating high-quality mathematical tasks that promote reasoning, problem-solving, and productive struggle (Tasks).

Using purposeful questioning techniques that probe student thinking, encourage justification, and extend mathematical discourse (Questioning).

Collecting evidence of student understanding through observations, student work, discussions, and formative assessments to inform instruction (Evidence).

Monitor student progress every 2–3 weeks using standards-based assessments, skill-specific progress-monitoring tools, and evidence gathered from student mathematical reasoning and discourse.

Adjust intervention groups, instructional strategies, and task selection based on student performance data and evidence of conceptual understanding.

Provide ongoing coaching and support to teachers focused on implementing Tier 2 and Tier 3 intervention small groups.

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.

Reduce disciplinary incidents and increase positive behavioral outcomes for students through the implementation of proactive, relationship-centered, and restorative behavioral supports.

Rationale for Evidence-based strategy: Research indicates that schools achieve stronger behavioral and academic outcomes when behavior systems are preventative, consistent, and focused on teaching expected behaviors. Positive relationships, restorative approaches, and targeted behavioral interventions increase student engagement, reduce office discipline referrals, and improve students' sense of belonging and connectedness to school. Effective schools regularly analyze discipline data to identify trends and implement supports that promote positive behavior and equitable outcomes.

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.

During the 2025–2026 school year, we recorded a total of 668 discipline referrals. Our goal is to reduce the total number of discipline referrals by 25% during the 2026–2027 school year. Specifically, we aim to reduce referrals from 668 to 501, a decrease of 167 referrals.

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.

Progress will be reviewed monthly by administrators, counselors, and the PBIS team to identify trends, monitor subgroup data, and evaluate the effectiveness of interventions. Data-driven decisions will be used to provide additional supports for students and ensure continuous improvement toward achieving the school's discipline reduction goal.

Person responsible for monitoring outcome

Williams Muhlstadt

Evidence-based Intervention:

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

Description of Intervention #1:

Conduct monthly reviews of discipline data to identify trends, monitor disproportionality, and develop targeted supports for students with multiple referrals.

Rationale:

Research indicates that schools achieve stronger behavioral and academic outcomes when behavior systems are preventative, consistent, and focused on teaching expected behaviors. Positive relationships, restorative approaches, and targeted behavioral interventions increase student engagement, reduce office discipline referrals, and improve students' sense of belonging and connectedness to school. Effective schools regularly analyze discipline data to identify trends and implement supports that promote positive behavior and equitable outcomes.

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

Data-Driven Discipline Monitoring and Student Support

Person Monitoring:

Sarah Davidson

By When/Frequency:

Monthly

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

Conduct monthly reviews of discipline data to identify trends, monitor disproportionality, and develop targeted supports for students.

School administrators and student support teams will conduct monthly reviews of discipline data to identify behavior trends, monitor discipline disproportionality among student subgroups, and evaluate the effectiveness of existing behavior supports. Data will be disaggregated by grade level, subgroup, infraction type, and location to identify patterns and areas of concern. Progress will be monitored regularly through discipline reports, behavior data reviews, and student support team meetings to ensure interventions are effectively improving student behavior and reducing disciplinary incidents.

Action Step #2

Implement schoolwide PBIS practices with clearly defined behavioral expectations, recognition systems, and consistent responses to behavior.

Person Monitoring:

Sarah Davidson

By When/Frequency:

Quarterly

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

Explicitly teach behavioral expectations during the first weeks of school and reteach expectations following school breaks and as needed throughout the year.

Establish a schoolwide student recognition system that rewards positive behavior, academic effort, and demonstration of the DHMS Guidelines for Success.

Develop a behavior response flowchart outlining staff responsibilities and consistent consequences for minor and major infractions.

Train all staff members on PBIS expectations, behavior management practices, and discipline procedures.

Utilize restorative conversations and problem-solving strategies before assigning exclusionary consequences whenever appropriate.

Implement a continuum of interventions and supports to address behavior concerns early.

Ensure discipline decisions are consistent across classrooms and grade levels.

Area of Focus #2**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.

No Answer Entered**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.

No Answer Entered**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.

No Answer Entered

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Person Monitoring:

By When/Frequency:

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

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.

The DHMS stakeholders will receive information about the SIP via our school website, in weekly principal newsletter, during staff / grade level / content area meetings. We have developed a SIP one pager to help our families clearly see our data, goals, and actions for the 26-27 school year.

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)).

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

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)).

For the 26-27 school year we will focus on scheduling our Reading and Math level 1 and level 2 scholars into intervention classes with our new intervention teachers. Our intervention teachers will keep progress monitoring data to show progress between PM testing windows. Another focus is to

improve the PM3 learning gains for our ESE scholars in both Reading and Math. The actions we are taking to grow our ESE scholars are bi-weekly collaborative planning sessions and monthly PD sessions for our support facilitators, and ongoing progress monitoring data checks for all part time ESE scholars.

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