Dunedin High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Dunedin High School

1651 PINEHURST RD, Dunedin, FL 34698

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success

Provide the school's vision statement.

The mission of Dunedin High School is to prepare students for post-secondary opportunities while assisting students to develop integrity, respect and social responsibility as it is represented in college, career and life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kiblinger, James	Principal	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: Assign teaching schedules Lead the school to ensure the students meet or exceed state academic standards Monitor classrooms, PLCs and all academic initiatives. Budget and manage school expenses, Conducting teacher and staff evaluations, Plan school events, Supervising all employees, Supporting faculty with Professional Development, School goal setting, Maintaining accurate academic records, Hire faculty and other support staff, Meet with district personnel
Flocken, Andrea	Assistant Principal	As an assistant principal I work with students and staff in their day to day curriculum engagement, instructional strategies, as well as classroom climate. Communication of procedures, school/district policies and guidelines are shared with students and their families in a timely manner. I work throughout the year with our building principal and the other assistant principals as a cohesive team. We get guidance and direction from our school principal and county leadership. My yearly duties include, but are not limited to: Observing teacher's course standards, lesson delivery, student engagement and student assessment results. Evaluating classroom curriculum and climate. Supervising department meetings and PLCs. Facilitating school, day-time and evening activities. Supporting all employees in our group goals and individual goals. Overseeing the school curriculum options and course selections. Implementing all testing programs while monitoring academic accountability/ achievement for district, state and national benchmarks/goals. Facilitating professional development programs and opportunities for all staff. Maintaining accurate student academic records Supporting student tutoring and enrichment opportunities.
Prince, Kerrale	Assistant Principal	As an assistant principal I work with students and staff in their day-to-day curriculum engagement, as well as their classroom climate. Communication of procedures and school guidelines are shared with students and their parents on a daily basis. I work throughout the year with our other assistant principals as a team. We get guidance and directions from our school principal and county leadership. My yearly duties include, but are limited to: Observing teacher's course standards, lesson delivery and student assessments. Evaluating classroom curriculum and climate. Supervising department meetings and PLCs. Facilitate school day-time and evening activities. Support all employees

Name	Position Title	Job Duties and Responsibilities
		PBIS & MTSS Teams and plan implementation Share Professional Development programs and AVID opportunities for all staff. Maintaining accurate academic records, especially in our Advanced Placement program. Facilitate student tutoring and enrichment opportunities.
Settle , Christopher	Assistant Principal	As an assistant principal I work with students and staff in their curriculum engagement, as well as their classroom climate. Communication of procedures and school guidelines are shared with students and their parents on a daily bases. I work throughout the year with our other assistant principals as a team. We get guidance and directions from our school principal and county leadership. My yearly duties include, but are limited to: Observing teacher's course standards, lesson delivery and student assessments. Evaluating classroom curriculum and climate. Supervising department meetings and PLCs. Facilitate school day-time and evening activities. Support all employees, both instructional and with athletics. Oversee District Application Programs, ARC and Fundamental Programs Share Professional Development programs and opportunities for all staff. Maintaining accurate academic records Facilitate student tutoring and enrichment opportunities.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 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 will be an active group in reviewing our SIP's start-up and updates as we progress through the 23-24 school year. Our SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in ELA classrooms to promote learning of the BEST benchmarks and student ownership for learning. Best standards Quarterly review of formative testing by the district PM/cycle testing and state retakes will give us an accountability for pacing success.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	51%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	45	51	52	43	56	56
ELA Learning Gains	46	49	52	46	51	51
ELA Lowest 25th Percentile	41	41	41	42	43	42
Math Achievement*	41	41	41	32	45	51
Math Learning Gains	46	47	48	32	44	48
Math Lowest 25th Percentile	42	46	49	26	41	45

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	56	61	61	49	64	68
Social Studies Achievement*	78	69	68	78	71	73
Middle School Acceleration						
Graduation Rate	97			94		
College and Career Acceleration	63			62		
ELP Progress	41			62		

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.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	42			
AMI				
ASN	87			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK	42			
HSP	50			
MUL	59			
PAC				
WHT	62			
FRL	50			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	46	41	41	46	42	56	78		97	63	41
SWD	15	42	47	23	45		29	67		95	38	50
ELL	16	39	50	19	14		25	64		97	53	41
AMI												
ASN										100	73	
BLK	17	31	32	16	44		31	60		93	54	
HSP	39	47	47	31	21		45	71		99	64	38
MUL	47	48		40	36		63	85		100	54	
PAC												
WHT	54	49	40	52	58	55	63	83		97	66	
FRL	40	46	35	34	41	36	53	70		96	62	42

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	48	44	36	35	40	49	71		97	63	63
SWD	30	39	38	27	45	59	37	57		95	18	50
ELL	16	34	38	22	40	36	30	50		100	62	63

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	60	50										
BLK	27	46	42	19	25	40	32	67		90	42	
HSP	33	37	39	29	38	31	40	69		100	61	64
MUL	50	56		27	33		56			93	50	
PAC	30	60										
WHT	56	53	48	44	35	44	60	73		97	68	
FRL	38	43	40	31	31	35	46	62		97	58	71

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	43	46	42	32	32	26	49	78		94	62	62
SWD	20	38	34	32	42	12	36	41		85	32	43
ELL	16	38	41	17	34	28	22	48				62
AMI												
ASN	53	38		44	40					100	92	
BLK	21	42	35	12	17	25	32	63		95	58	
HSP	36	48	54	30	38	28	38	63		91	63	61
MUL	52	63		31	33		53	75		92	64	
PAC												
WHT	50	46	35	39	32	25	59	88		94	61	50
FRL	33	46	42	24	30	28	38	68		94	55	63

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	48%	3%	50%	1%
09	2023 - Spring	47%	46%	1%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	53%	-25%	50%	-22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	46%	9%	48%	7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	59%	6%	63%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	59%	18%	63%	14%

III. Planning for Improvement

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

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

All measurements in each component have had positive growth results from 18-19 (low "C" grade) to our 22-23 ("A" grade). Prior state testing sessions have shown continuous gains from school grade of a "C" to a "B" to our current "A".

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

Two declines from our 2021-22 State scoring results was our U.S. History testing with a drop for 78% pass rate to a 76% pass percentage. This 2% drop was based on the late scheduling of testing for our U.S. History students and the early end of the school year. The graduation rate dropped from 97% to 94% due to the increased graduation requirement from the 20-21 school year to the 21-22 school year as we recovered from C-19. The added difficulty in bringing back students with anxiety issues for face-to-face schooling was an additional difficulty. anxiety to the change in graduation requirement

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.

Mathematics is our greatest gap compared to the State scores. Geometry does very well but the Alg.1 average score is in the top-7 for our district but is still below the State average for final outcome results.

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

Once again, Biology showed the great gain of 7% in the 21-22 school year and another 9% gain for the 22-23 school year. Excellent support from the county with weekly Biology PLCs work with standards was very beneficial. work with

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

Our EWS, especially since C-19, has been tardies and attendance. Work continues to be placed on staff's/school's contact with parents on students missed days and support for improving school attendance and getting to class on time. Work from administration on PBIS & MTSS will be key in help students, staff, and families with these two areas of EWS.

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

Maintenance of the current culture with high academic expectations and follow-through is our first priority. The share focus on continued growth with ELA 9/10 and Mathematics Alg.1/Geom. are the next priorities. With the large turnover in staffing, including our important testing coordinator.

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Current student performance is above state and district level. Continue to improve the level of proficiency for English 9 and 10 students. The goal is to increase student proficiency on Pm 1 to PM 2 and ultimately PM3.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome for English 9 & 10 will be to increase the percent of proficient students from PM 1 to PM 3 with the target being 80% proficient.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Work will continue with the PM preparation and data chats with each of the progress monitoring testing dates. Teachers will focus on students who continuously perform at a level of C of lower in the classroom and/or who score a 1 or 2 on progress monitoring.

Person responsible for monitoring outcome:

Andrea Flocken (flockena@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Specific focus will be given to use of the BEST texts, consistent use of graphic organizer for analyzing complex texts, use of anchor charts. tracking benchmarks individually by student and weekly use of critical reading protocols in reading classrooms. English and Reading teachers will work collaboratively to monitor benchmark acquisition for individual students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By focusing on the above-named literacy strategies, teachers 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
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The implementing of the focused note taking AVID strategy through all areas of mathematics will support our students in improving their understanding of math vocabulary and math literacy. The increases in math literacy will extend student success in better understanding math word problems and thus improving their success rates and test scores. There will be the continuance of our popsicle/ice cream incentive practices utilized through the school year previously to recognize and appreciate student efforts in meeting the behaviors and instructional expectations and practices that equate student successes (completely working out problems on their scratch sheet, use of computer calculator, improvement in IXL data or assessment scores, etc.) The reward system 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The focus is to increase Mathematics scores to above 40 in ALG (32% overall - 44% 9th graders & 19% 10th graders) and 50 in Geometry (55% overall - 85% 9th graders, 48% 10th graders & 19% 11th graders). Also, there will be added focus on student progression to move up successfully from their current level to the next, especially level 2's to level 3's. Positive learning gains that produce more student passing scores.

Another area in need of improvement is with the progression of our ALG 1A's through ALG 1 as 10th graders, then later as 11th grade geometry students. To achieve these goals, the department will continue standards-based instruction that follows the district's provided resources, instructor collaboration, active progress monitoring, and focused remediation. IXL will be actively used as a teaching tool, data measurement instrument, and remediation tool.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The dedicated, and at least one class period per week, will be dedicated to IXL use. These sessions will be used to measure mastery and understanding of the standards, as well as a review and remediation tool.
Instruction will be actively using the resources provided by district leadership and using the provided assessments as data measuring tools for student monitoring. Cycle assessment data and other formative assessments will be key measures in determining student growth and learning gains. Focused monitoring and data analysis will be done through collaborative planning periods, PLCs, and data meetings.

Person responsible for monitoring outcome:

Christopher Settle (settlec@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using the data provided through IXL, ALEKS, ImagineMath, etc. will be reviewed and measured to make instructional decisions and individualized remediation and focus. 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 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 student understanding of key math vocabulary by having students create their own definitions for terms.
The school will continue to encourage student use of our ELP/tutoring offered afterschool after Tuesday and Thursday.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Through best practices, 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
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

By utilizing district resources, instructors will monitor of class work, IXL, ALEKS, ImagineMath, and/or Albert.io data resources/criteria within each math course of study 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 Responsible: Christopher Settle (settlec@pcsb.org)

By When: 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 each math team by subject 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 understanding of mathematical vocabulary, thus improving mathematical literacy.

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

By When: 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.

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

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

By When: This will be executed a couple of weeks into the beginning of the school year.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 2022-23 Biology scores increased 9 points from our 2021-22 Biology EOC scores that increased 7 points from the 2020-21, was well as 7 points, from our 2018-2019 Biology EOC testing scores. The 2021-22 subgroup that explains how data shows pass rates of 17% for EL, 38% for African American and 40% for it was identified as Hispanic. This will be updated when we get our 22-23 ESSA data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We expected the percentage of students passing the Biology EOC to increase to 60 %, from our 2021-22 56% passing rate but actually got a 65% passing rate. We are now looking at 70% passing rate for the 2023-24 measurement in our 2023-24 Biology EOC.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

In monthly Science and Biology PLC meeting will follow the formative data as well as the classroom grade book data for students' success by individual teacher and by course section. Subgroup progress on cycle and common formative assessments will be shared sorted for PLC meeting reviews. Administrators will monitor pacing, scope and sequence in classroom walkthroughs for all science classrooms. All Biology classes will forgo the outdated 2023-24 pre-test that has been taken in August and replace it with a newly created August pre-test that will be developed by recently released EOC practice questions and materials.

Person responsible for monitoring outcome:

James Kiblinger (kiblingerj@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff will utilize data to organize student data chats to interact with our science students' content mastery. Small group discussions will be done to help differentiate/ scaffold instruction to meet the needs of each student. Continued growth with AVID strategies strengthens the science staff's ability to engage students in complex tasks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Identifying student's current level towards mastery of benchmarks is critical to giving timely feedback to students and teachers for small group work. Planning for "high leverage strategy action steps" by each instructor will help ensure at targeted best standards remediation is present. Continuous progress monitoring, including the use of cycle assessments 1, 2 & 3 will help give targeted standards-based feedback.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In the school start-up Biology PLC meeting the current outdated pre-test will be replaced with a new department developed pre-test that is comprised of the resent Biology EOC prep questions and materials. This will start the baseline data for each student and classroom to help identify the audience for each Biology instructor.

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

By When: The pre-test development will take place with this year's pre-school days before the first student day on 8/10/23. The pre-test will be given after the few day of the start of school to be sure that class rosters are stable. And will be given before the end of the month of August 2023.

Teachers will continue to utilize common planning and meet in monthly Weekly PLCs to review subgroup standards data (collected from multiple sources, including cycle 1, 2 & 3 testing and plan "high leverage strategy action steps related to identified areas needing improvement; or to develop common lessons that meet the rigor of the course standards.

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

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

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

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

By When: After school tutoring offered twice weekly with quarterly Saturday school dates that follow progress report each quarter of the school year will be used to help with standards course work recovery and for reteaching standards at quarterly measurements are reveiling.

AVID Instruction will be integrated with our AP Chemistry classroom with a detailed use of the AVID interactive notebook. This will be used as student take notes from the classroom and with their AP Classroom online work.

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

By When: Mr. Cunio will be using AVID strategies with his AP Chemistry throughout his AP Chemistry curriculum yearlong delivery. The revisiting of the note in the notebook with be the most beneficial for the pacing assessments and the end of the year final AP exam. AP exam results will be reviewed to see how well practice benefited the students AP exam results.

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Current student performance is 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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome for the Social Studies US History proficiency will increase to 90%, and 95% testing completion for all cycle assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Work will continue with the cycle testing prep and data chats with each of the cycle testing dates. Focus will be on students who continuously perform at a C of lower in the classroom or who receive a 1 or a 2 on our cycle assessments. Specific focus will be given to promoting attendance for cycle assessments.

Person responsible for monitoring outcome:

Kerrale Prince (princeke@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Classroom activity work based on WICOR strategies, Literacy strategies, and provided resources. Cycle test data chats and engagement strategies will be completed in the regular classroom setting. The major focus will be for 100% testing participation. Students in the ELP will focus on EOC standards they are not performing well in which would be yellow and/ or red on the performance matters data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By focusing on WICOR and Literacy strategies teachers will ensure that students are fully engaged in the content and prepared to work with rigorous material. Using the researched based materials, pacing guides, and resources approved by the district will allow for high student engagement and deeper levels of thinking about the required content.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students receiving a D or F for a social students class will be recommended to participate in ELP for remediation. Students achieving a C grade or yellow on cycle exams will be encouraged to attend ELP for assistance in meeting their goals. The goal is that 50% of all Social Science students earn C's or higher for the formal grading periods. This will be monitored quarterly.

Person Responsible: Kerrale Prince (princeke@pcsb.org)

By When: Quarterly and during semester grades.

Teachers include AVID strategies into daily lesson plans that support students at all levels. These strategies will be utilized to deliver content, keep students engaged, and as a formative assessment. The strategies are to focus on Socratic questioning and thinking, Focused Notes, and district embedded WICOR strategies for collaboration, reading to learn, and retention of material. All while continuing to build strong relational capacity in the classroom and creating learning communities.

Person Responsible: Kerrale Prince (princeke@pcsb.org)

By When: Monitored through walkthroughs and 1:1 meetings conducted quarterly.

Teachers will contact parents of D or F students to make them aware of possible low or failing grades. Teachers will also contact parents of any students who miss or do not take a cycle assessment.

Person Responsible: Kerrale Prince (princeke@pcsb.org)

By When: Midterm, quarterly, and per cycle assessment.

#5. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The PBIS implementation for Dunedin High School will focus on the SOAR core values for our school. Self-awareness, Open-Minded, Accountability, Respect. Each word represents a core value of Dunedin High School, and has a definition and then expected actions attached. Students will SOAR at Dunedin. The goal is to focus on the positive behaviors and reward those students identified as a critical who are actively learning in class, exemplifying the SOAR expectations focus will be on working through the three tiers of interventions to make sure students are succeeding in all areas of the school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student attendance will increase to over 90% for average daily attendance by grade level. Student referrals will decrease through our PBIS efforts.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance, and referral data will be used to collect summative data. Formative data will be collected through nominations, recommendations, surveys, and on the spot recognition.

Person responsible for monitoring outcome:

Kerrale Prince (princeke@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The PBIS implementation for Dunedin High School will focus on the SOAR core values for our school. Self-awareness, Open-Minded, Accountability, Respect. Each word represents a core value of Dunedin High School, and has a definition and then expected actions attached. Students will SOAR at Dunedin

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBIS is an international system for behavior that focuses on recognizing and rewarding the positive behaviors rather on punitive actions for misbehavior. PBIS changes the culture of a school to one of inclusiveness and growth mindset.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create promotional materials for SOAR and promote throughout the school community. Direct teaching to both staff and students will be needed in preschool, the first two weeks of school, and then throughout the year during our character building lessons monthly.

Person Responsible: Kerrale Prince (princeke@pcsb.org)

By When: Beginning of the school year and then revisited monthly.

Schedule and organize the staff/student recognition events that will happen weekly, monthly, and quarterly. The PBIS team will work together to put these events together.

Person Responsible: Kerrale Prince (princeke@pcsb.org)

By When: Quarterly and semester events.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At this time, we are not identified for a need in any of these areas for funding. This will be updated as ESSA data comes from the State of Florida.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Communication of the SIP, school procedures, and school guidelines are shared with students and their parents.
on a regular basis. I work throughout the year with our PTSA, SAC and other family meetings.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Making constant parent contact for chronically absent students will make parents aware that the school is monitoring student attendance closely and we will hold both student and parent responsible for getting students to school timely each day. Calling home has shown that students attend school more often once contact is made.
Constant contact ensures the student will make the effort to come to school more often as they are conscious that they are being monitored. We will use the Child Study Team to make the majority of the phone calls. We will also have teacher correspondence and attendance and tardy letters as well to make parents aware of the number of absences and tardies their child has.

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 III of the SIP. (ESSA 1114(b)(7)ii)

We will continue to use good classroom instruction and consistent staffing helped with both curriculum, lesson delivery and assessment importance was a major contributor in our major growth areas. Focused and L25 data.
review in all tested areas also brought improved results. This has work over our past 3 years as we have strived to keep our ESSA student scores all above the 41% score and pushing for better.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At this time, we do not have any integration of Federal, State, or local resources, but will continue to look for changes when the 22-23 ESSA data comes out.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

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

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. (ESSA 1114(b)(7)(iii)(II))

The school team will work to ensure that 100% of students are provided exposure to college and career awareness activities according to the PCSB Comprehensive School Counseling Plan. Student scheduling of courses Advanced Placement, dual enrollment and industry certification courses have been increased. This is based on our student's academic ability and//or district application programing. Also, staff have been realigned for with course scheduling and with industry certifications. Focus has been given for staff's PD in their new specific area of accelerated instruction. Even two of our district application program courses have been aligned with the Pinellas Technical College for dual enrollment credits for our 2nd - 4th year students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Continue review of attendance taking process and school-wide strategies for positive attendance for all students, as well as staff. Develop and implement attendance incentive programs and competitions. PBIS team Weekly Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. PBIS and CST Bi-weekly review of data and effectiveness of school-wide attendance strategies to be shared Admin team Bi-weekly. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. We will ensure attendance is accurately taken and recorded on a daily

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. (ESSA 1114(b)(7)(iii)(IV))

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 PERT, PSAT, ACT and SAT dual enrollment testing qualifiers. Tutoring in our ELP sessions will continue to help our students with industry certifications when taught by instructors that have earned those certifications have higher pass rates by their students. Current seniors and raising seniors will have schedules revised to fill in with courses that need to be recovered of to get grade forgiveness. These can be from actual face to face courses or with our APEX program.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: Instructional Practice: Social Studies	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes