Dunedin High School

2022-23 Schoolwide Improvement Plan

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Dunedin High School

1651 PINEHURST RD, Dunedin, FL 34698

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

Demographics

Principal: James Kiblinger

Start Date for this Principal: 1/6/2020

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (56%) 2020-21: (53%) 2018-19: C (50%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success

Provide the school's vision statement.

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

School Leadership Team

Membership
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.**:**

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

Name	Position Title	Job Duties and Responsibilities
		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 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 day to day curriculum engagement, as well as their classroom climate. Communication of procedures and school guidelines are shared with students and their parents on a daily bases. I work throughout the year with our other assistant principals as a team. We get guidance and directions from our school principal and county leadership. My yearly duties include, but are limited to: Observing teacher's course standards, lesson delivery and student assessments. Evaluating classroom curriculum and climate. Supervising department meetings and PLCs. Facilitate school day-time and evening activities. Support all employees, 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.

Demographic Information

Principal start date

Monday 1/6/2020, James Kiblinger

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,258

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%			46%			43%	56%	56%
ELA Learning Gains	46%			48%			46%	51%	51%
ELA Lowest 25th Percentile	41%			44%			42%	43%	42%
Math Achievement	41%			36%			32%	45%	51%
Math Learning Gains	46%			35%			32%	44%	48%
Math Lowest 25th Percentile	42%			40%			26%	41%	45%
Science Achievement	56%			49%			49%	64%	68%
Social Studies Achievement	78%			71%			78%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	62%	-15%	67%	-20%
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	70%	7%	70%	7%
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	55%	-30%	61%	-36%
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	56%	-22%	57%	-23%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	15	42	47	23	45		29	67		95	38
ELL	16	39	50	19	14		25	64		97	53
ASN										100	73
BLK	17	31	32	16	44		31	60		93	54
HSP	39	47	47	31	21		45	71		99	64
MUL	47	48		40	36		63	85		100	54
WHT	54	49	40	52	58	55	63	83		97	66
FRL	40	46	35	34	41	36	53	70		96	62

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	39	38	27	45	59	37	57		95	18
ELL	16	34	38	22	40	36	30	50		100	62
ASN	60	50									
BLK	27	46	42	19	25	40	32	67		90	42
HSP	33	37	39	29	38	31	40	69		100	61
MUL	50	56		27	33		56			93	50
PAC	30	60									
WHT	56	53	48	44	35	44	60	73		97	68
FRL	38	43	40	31	31	35	46	62		97	58

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Past state assessment data has been trending downward. Cycle assessments over the past two years has show improvement with each year and with each cycle assessment. It was nice to have state assessment testing to officially record the growth over the 2019 & 2021 state testing sessions.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Both ELA measurements had mixed results from the prior 2019 & 2021 state testing sessions with minor gains and losses in testing percentages in each subgroup category.

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

Inconsistent staffing line up with classroom personnel at each school year quarter and testing cycle sessions throughout the 2021-22 school year did not convey consistent curriculum delivery and assessment expectations. Our strong ELA staff is back inline and prepped for a consistent school year curriculum mastery and assessment approach.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies and Science. We placed the teachers rooms in the same area to improve communication between the teachers. We also had only two teachers working all instructional sections in these two curriculum areas. Each pair worked closely with the common curriculum, lesson delivery and cycle assessment data reviews.

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

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.

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

Student scheduling of courses Advanced Placement, dual enrollment and industry certification courses have been increased. A new focus on AP prep and curriculum delivery will be worked on with the AP instructional team and with the "AP Classroom".

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

Staff have been realigned for with course scheduling and with industry certifications. Focus as been given for staff's PD in their new specific area of accelerated instruction. Even two of our district application program courses have been aligned with the Pinellas Technical College for dual enrollment credits for our 2nd - 4th year students.

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

Course scheduling has been set to increase all honors course offerings and cut back on the regular course offerings. This will increase our student's 9th to 11th grade population's instructional rigor, like a pre-AP course offering. This will prep them for their current and future accelerated courses in AP and dual enrollment courses.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.**	The 2019 student Results from the 2018-19 student ELA FSA-EOC were well below the state average and regressed from the previous year. The 2019 student achievement score from the 2018-19 ELA FSA-EOC dropped from a 44 percent to a 43 percent. Our overall learning gains for ELA FSA-EOC dropped from a 47 percent to a 46 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The goal for this year's grade 9 and 10 ELA-FSA assessment is to improve at least 5% over the 2021-2022 results
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The actual number of students needed to reach the goal of 5% improvement will be calculated. Students who are just below the expected achievement level will be specifically targeted according to their individual skill deficit in order to be able to meet/exceed the school goal. Ongoing progress monitoring will take place throughout the school year to be certain that improved skill attainment is occurring with these students.
Person responsible for monitoring outcome:	Andrea Flocken (flockena@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	In both grades 9 and 10, ELA staff, with the assistance of administration, will review data and identify critical content necessary for scaffolding instruction, targeted instruction and/or reteaching prior to cycle testing.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students will have varying needs/gaps in learning due to limited formalized assessment data over the past school year. Resources to be utilized include new district aligned curriculum materials as well as previously utilized language arts materials that support both content instruction and skills attainment.

Action Steps to Implement
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.

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

Person Responsible	Andrea Flocken (flockena@pcsb.org)

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

Person Responsible Andrea Flocken (flockena@pcsb.org)

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

Person Responsible Andrea Flocken (flockena@pcsb.org)

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

Person Responsible Andrea Flocken (flockena@pcsb.org)

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

Person Responsible Andrea Flocken (flockena@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In 2018-19 ALG 1 EOC passing scores dropped from a 25% to a 24% with GEO EOC passing scores dropped from 51% to 34%. In 2020-21, ALG 1 EOC passing scores were 25% and GEO EOC 36%. In 2021-2022, ALG 1 EOC passing scores were up to 36%, a change of +11%. GEO EOC passing scores were up to 48%, a change of +12%. The next steps will be to establish a plan to maintain the trajectory of growth and student success.
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 FSA scores by 5 points across each measurable, level 3 passing scores and positive learning gains. To achieve these goals, the department will continue the standards based instruction, progress monitoring, and focused remediation that proved successful the in 2021-22.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The daily use of IXL resources in both ALG 1 and GEO will be centric to progress monitoring and remediation plans. 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, PLCs, and extended planning for ALG 1 teachers. Main emphasis will be on students who continuously perform at a C of lower in the classroom and/or who receive a 1 or a 2 on our 2 cycle assessments.
Person responsible for monitoring outcome:	Christopher Settle (settlec@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Utilize data from standards-based instruction and cycle assessments to identify student strengths and weaknesses, and organize them to interact with content through differentiated instruction and scaffolding. Use IXL to measure and support grade-level content, and ALEKS to support the remediation of students requiring additional foundational supports. This element will also be the responsibility of the tutor to support the growth of ALG 1 students targeted for support. Use Professional Development presented by district staff to focus on strategies that engage students through BEST standards-based instruction and complex tasks. Strategies with AVID, collaborative groups, RP, best practices, ELP and Academic Saturday School will be used throughout the school 2022-23 school year.
Rationale for Evidence-based Strategy: Explain the	By using selections from best practices, strategies were selected from resources with lessons based on the BEST standards. By using cycle assessment data, staff can correlate student data to predict student success on math FSA exams. Data is used to assist teachers

rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	with data chats with students with the focus on progress monitoring for remediation and differentiated instruction. Use the monitoring of class work, IXL, ALEKS, and/or Albert.io data within each math course of study to support and strengthen student foundations in mathematic practices.

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.

Our AP over math, math dept. head, Mr. Murphy, and the math team teachers will work in conjunction with district coaches in preparing practice examples prior to each cycle assessment to best support and measure student understanding of the BEST standards. Encourage teachers to attend professional development to better support their engagement with students in complex tasks using walkthroughs and PLC discussions to observe the implementation of those professional development strategies and execution of BEST standards.

Person Responsible	Christopher Settle (settlec@pcsb.org)

Afterschool tutoring offered twice weekly with Academic Saturday school available after each progress report released at the midpoint of each quarter, and the weekend prior to the week ending a quarter, beginning wit the first quarter of the school year.

Person Responsible	James Kiblinger (kiblingerj@pcsb.org)

Department meetings will continue to be held each month with extra time to be spent on information from our SBLT meeting and the district math leadership. PLCs will focus on each specific course of study with each group analyzing progress monitoring and/or data, as well as collaborate on instructional best practices, and differentiated instruction. This will also be to a time to review student progress, the difficult standards, and any needed preparation for upcoming cycle assessments. Plans will then be made to work standards that need to be reinforce with individual, classroom or department target groupings.

Person Responsible	Christopher Settle (settlec@pcsb.org)

Streamline the tutoring schedule and the tutor targeted list of ALG 1 students so to encourage student participation, maximize tutor support, and continue to see measured student growth. The focus will be on IXL and ALEKS data to trach that progress, as well as monitor any struggling elements or areas of growth.

Person Responsible	Christopher Settle (settlec@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2021-22 Biology EOC scores increased 7 points from the 2020-21, was well as 7 points, from our 2018-2019 Biology EOC testing scores. The 2020-21 subgroup data shows pass rates of 17% for ELL, 38% for African-American and 40% for Hispanic. This will be updated when we get our 21-22 ESSA data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We expect the percentage of students passing the Biology EOC to increase to 60 %, from our current 56% passing rate that was measured in our 2022 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 2022-23 pre-test that has been taken in August in the past.
Person responsible for monitoring outcome:	James Kiblinger (kiblingerj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 strengthen the science staff's ability to engage students in complex tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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.

1. Teachers will continue to utilize common planning and meet in monthly PLC's to review subgroup 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)

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

Person Responsible   James Kiblinger (kiblingerj@pcsb.org)

#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 critical need from the data reviewed.	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 Social Studies subjects as measured by C or higher in all grading periods.
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 90% testing completion for all cycle assessments. The measurable outcome for the Social Studies Civics Literacy proficiency will increase by 10% in each category and 90% of students testing completion.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Cycle testing will again be the key area for monitoring our testing data. 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, and students who are absent will be remediated and tracked.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Classroom activity work based on WICOR strategies and cycle test data chats will be done with most remediation and reteaching done in the regular classroom setting. The major focus will be for 100% testing participation to get back to the established testing percentages and very high-test scores. Students in the ELP will focus on EOC standards they are not performing well in which would be yellow and/or red on the performance matters data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Curriculum delivery and testing has been very successful . Getting back on track with the progress monitoring for 100% of the testing participants will be expected. Action Steps to Implement Pre-school setup with data points from the 21 - 22 testing results will be used for the 22 - 23 pacing and review updates for the classroom lessons. Using the researched based materials and pacing guides approved by the district will allow for high student engagement and deeper levels of thinking about the content.

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 qtr. 1 for any social students class will be required to participate in ELP for remediation. Students receiving a D or F for Sem. 1 for any required social studies course will make up the credit on APEX during Sem. 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)

Taking APEX will help to scaffold semester 1 standards and also review as the students continue with Sem. 2 curriculum. Students receiving a D or F during quarter 1 of any AP social studies will be required to enroll in ELP for remediation and extra help.

Person Responsible   Kerrale Prince (princeke@pcsb.org)

Teachers will contact parents of D or F students when progress reports are printed 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)

Teachers regularly incorporate formative assessments to engage students in the lessons and to assess progress made by the classes. This allows the teacher to quickly gauge individual student progress and use the collected data to determine student progress toward mastery of the core content. Using the collected data, teachers will make plans to remediate and/or expand teaching for students still needing to master standards. Teachers will adjust strategies as formative assessment data is collected to support students who require more intense strategies and document efforts being made to support the students.

Person Responsible   Kerrale Prince (princeke@pcsb.org)

Teachers include AVID strategies into daily lesson plans that support students at all levels. 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)

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

Person Responsible   Kerrale Prince (princeke@pcsb.org)

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

Person Responsible   Kerrale Prince (princeke@pcsb.org)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Dunedin High School had success in all ESSA subgroups with 42% and higher in each area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For 2022 - 2023 the goal is to maintain and continue to improve in all areas as based on state data. Especially with African-American students end English Language Learners at 42% the goal will be to increase.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Testing percentages of students tested will be monitored for 100% of students in the ESSA subgroups being tested.
Person responsible for monitoring outcome:	James Kiblinger (kiblingerj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will continue to use ELP after school sessions and ELP Saturday sessions for tutoring and focused bootcamps for each of the subject areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

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.

Producing advanced reports for each of our progress monitoring assessments for our ESSA subgroups. The data will be shared with SBLT to disseminate to content area teachers during department meetings and PLC work.

Person Responsible	James Kiblinger (kiblingerj@pcsb.org)

All students identified through ESSA group data will be invited to enroll in AVID as an academic support for access to rigorous content and college level courses.

Person Responsible	Kerrale Prince (princeke@pcsb.org)

#6. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	There were 412 office referrals for a variety of offenses, and there were 592 referrals for excessive tardies and skipping class. With only 264 students receiving referrals. The total amount of referrals was high, but the amount of students who were not meeting behavioral expectations was smaller than expected. The goal is to focus on the positive behaviors and reward those students who are actively learning in class, exemplifying the SOAR expectations rather than focusing on punitive actions that are not changing behavior. The 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.**	Goal 1 - The first will be to look at school attendance and promptness. The students who are in their appropriately scheduled class on time 100% of the time will be earning rewards and incentives weekly. Goal 2 - SOAR Behaviors, Core Values, and Expectations - The students will be reward based on Falcon Funds, positive calls, positive referrals, Falcon postcards home, and teacher nominations for specialty events. The events will be quarterly and involve both staff and students to build connectedness and strong relationships. Goal 3 - Staff participation in the PBSI system - staff will be rewarded and recognized for active participation with the schoolwide PBIS system.
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 Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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)

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)

School store and Falcon Funds. The teachers and students will need to be taught the expectations for Falcon Funds. The 3DE junior classes are going to work on creating the store, and manning the store every other week.

Person Responsible　　　　Kerrale Prince (princeke@pcsb.org)

Survey students and staff to gather data on how the behaviors should be rewarded and incentivized. How would the participants like to be acknowledged for their continued hard work and dedication?

Person Responsible　　　　Kerrale Prince (princeke@pcsb.org)

Students who are not meeting expectations will be monitored and worked with through the PBIS team, Child Study, SBLT, grade-level, program specific teams, and guidance. The first contact it to the families and guardians in order to have a whole team effort involved in tier 2 interventions. From there the student will participate in restorative practice work, and self-monitoring efforts towards reaching their goals. Then if further work is needed the Child Study Team will implement tier 3 strategies and interventions to support the students educational, social, and emotional needs.

Person Responsible　　　　Kerrale Prince (princeke@pcsb.org)

#7. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student attendance is vital to a students success. After reviewing the school data for 2021 - 2022 attendance and class tardies are a major concern with only 28 students achieving perfect attendance for the school year, and 297 students having over 15 daily absences. There were 33 students with over 50 absences for the school year. If students are not in class, they cannot learn.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is to increase student attendance and reduce tardies to class by 50% for the 2022 - 2023 school year. This will be based on daily attendance reports and looking at students who are present for full days compared to partial daily attendance.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Child Study team, SBLT team, DMT, guidance team, and leadership team will monitor student attendance. The first step is for teachers to contact the parents/ guardians of absences through email, or phone call and notifying administration regarding students who are not in attendance for more than 3 days. The next step is for daily attendance reports to be pulled to look for trends and students who are habitually absent. The Child Study team will then take action to determine the students reason behind the absences.
Person responsible for monitoring outcome:	Kerrale Prince (princeke@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By keeping close communication with families and guardians the school based teams will be able to increase home involvement with the student in order to determine the current concerns regarding attendance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Culturally Relevant Teaching and PBIS have shown that strong family engagement increases student attendance and commitment to the school environment. Studies have shown increases in grades, decreases in mental health concerns and behavior issues. The goal is to create a strong school community working towards a shared vision of 100% student success in academics, college, career, and life.

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.

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

Person Responsible Kerrale Prince (princeke@pcsb.org)

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

Person Responsible Kerrale Prince (princeke@pcsb.org)

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

Person Responsible Kerrale Prince (princeke@pcsb.org)

#8. Transformational Leadership specifically relating to Advanced Academics to Promote College and Career Opportunities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Graduation progress is monitored by the school counseling team in conjunction with the administrative team. Credit checks are done at the beginning and end of each school year in order to be certain students are on track to graduate. Students who are in need of credit recovery are provided such opportunities both throughout the school year and during the summer months. The school has an active AVID Site Team, along with a robust school counseling team, who work together regularly to conduct college and career awareness activities on campus for both parents and families. Included are an extensive college week, financial aid presentations, in-box messages delivered directly to students with info regarding college visits, job fairs, potential job opportunities/internships, and various lunchtime and evening info meetings. In addition to college and career awareness activities, DHS provides various pathways/ opportunities for students to obtain dual enrollment credit through SPC, advanced placement credit, as well as industry certifications. Industry certifications are available for students through PTC or while enrolled at DHS technical programs.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school team will work to ensure the numbers of students graduating meets ESSA standards. In addition, the team will work to increase the number of students graduating within the school year by 1% over the previous year. The school team will work to ensure that 100% of students are provided exposure to college and career awareness activities according to the PCSB Comprehensive School Counseling Plan. The school team will work to ensure that the number of students earning college credit for AP and DE classes or earning an industry certification increases by 10% over the previous year. The graduation rate goal is 100% for the Class of 2023 and there should be 0 students who are behind on credits and on track requirements. The goal is to have 100% of students passing the reading and math requirements based on state testing or concordant scores.
Monitoring: **Describe how this Area of**	Monitoring will continue with the pacing and progress monitoring of our Advance Placement classrooms, Industry Certification courses w/pre-test qualifying scores

Focus will be monitored for the desired outcome.	and dual enrollment student progress. These indicators will be review quarterly. We will utilize acceleration cohort report data to determine which students have not yet met the necessary acceleration and provide to each overseeing counselor to provide specific feedback to students about what courses they have potential for success in.
Person responsible for monitoring outcome:	James Kiblinger (kiblingerj@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Assistant Principal for Curriculum, in conjunction with the school counseling team, will review the graduation plan progress for each student. Families of students identified as not being on track to graduate will be notified and placed on a quarterly monitoring list. Using the AP potential report, the school team will ensure that all students that have AP potential are placed in AP or DE courses (SPC, UF & PTC). The administrator over DAP will work with teachers who are instructing courses designed to provide industry certifications to attend their specially designed professional development sessions. These PD sessions will help teachers guide students to achieve higher pass rates on the certification tests. Specific feedback regarding the effectiveness of instructional strategies related to higher level questioning, student engagement and other Culturally Relevant Teaching methodologies. Feedback will be provided to teachers on an on-going basis by all administrators, and on official observation documents.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Culturally relevant teaching combines an examination of the culture and socio-economic influences on teaching and learning with a commitment to challenging both social and educational injustice. It is imperative that all educators identify both obvious and subtle individual, organizational and cultural actions that perpetuate the status-quo in social structure. We must empower our students and bridge the gap between home and school. Tutoring has made a difference in the past for all level of students. Test prep and tutorial sessions will continued to be offered for our students to help with PERT, PSAT, ACT and SAT dual enrollment testing qualifiers. Tutoring in our ELP sessions will continue to help our students with industry certifications when taught by instructors that have earned those certifications have higher pass rates by their students.

Action Steps to Implement
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.

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

Person Responsible	Kerrale Prince (princeke@pcsb.org)

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

Person Responsible	James Kiblinger (kiblingerj@pcsb.org)

Increase the number of students enrolled in AVID, 3DE, and SLS 1101: The College Experience as a support on their future college and career goals and to be able to gain knowledge regarding the college and trade school going process for postsecondary success.

Person Responsible	Kerrale Prince (princeke@pcsb.org)

Increase staff knowledge of content and gaining certifications and skill sets to be able to offer more challenging curriculum and courses. Recruitment of staff to become credentialled.

Person Responsible	James Kiblinger (kiblingerj@pcsb.org)

Staff will also be trained on AVID strategies to assist students in accessing rigorous content and success in all content classes. These strategies will include and are not limited to Focused Note-Taking, Critical Thinking Through Inquiry, and Socratic Method. These trainings will be offered monthly through faculty meetings, PLC on demand needs, and formal trainings offered to staff.

Person Responsible	Kerrale Prince (princeke@pcsb.org)

Increase the total number of students working towards and succeeding in achieving an Associate in Arts Degree. For 2021 - 2022 there were 4 students working at this level, and we would like to increase this number to 5 students.

Person Responsible	Andrea Flocken (flockena@pcsb.org)

#9. -- Select below -- specifically relating to
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

N/A

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

N/A

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 new 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: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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 take place with evaluating impact at the end of the year.

The actual number of students needed to reach the goal of 5% improvement will be calculated. Students who are just below the expected achievement level will be specifically targeted according to their individual skill deficit in order to be able to meet/exceed the school goal. Ongoing progress monitoring, P.M. 1 & 2, will take place throughout the school year to be certain that improved skill attainment is occurring with these students.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Flocken, Andrea, flockena@pcsb.org

Evidence-based Practices/Programs:
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?

Teachers have common planning and PLC's to create B.E.S.T.-based lessons. Site based planning will take place by course level meetings. Focused reviews will be done on PM1 & 2 monitoring results. Testing will be started early enough to try to get results back for each of the B.E.S.T. ELA PDs to have planning for remediation and future curriculum planning. Progress reports will continue to be distributed twice a quarter. This will help us with our data on our student's current course grades for our classroom gradebook monitoring.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

B.E.S.T. standards coverage and planning is key with our common ELA course level PLC's. Targets will be set for each of our PM 1 & 2 dates from F.A.S.T. testing. B.E.S.T. standards PDs will be done to review the P.M. 1 & 2 results for future lesson planning, student data chats and curriculum remediation. This will keep the standard's coverage and delivery constant with the county level, building level and grade level expectations.

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
ELA teachers will have common planning and PLC's to create Common standards-based lessons for each course level.	Flocken, Andrea, flockena@pcsb.org
B.E.S.T. standards professional development will be done to review our P.M. 1 & 2 data for our 9th and 10th grade future curriculum planning, student data chats and review sessions to re-enforce areas needed by our 9th and 10th grade student population.	Flocken, Andrea, flockena@pcsb.org

Positive Culture & Environment

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

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

Review 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.

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

PBIS with MTSS/CST Bi-monthly review of data and effectiveness of school-wide attendance strategies to be shared Admin team Bi-monthly Implement Tier 2 and 3 plans for student specific needs and review barriers and
effectiveness on a monthly basis. We will ensure attendance is accurately taken and recorded on a daily basis and reflects