

Pinellas County Schools

Dunedin Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dunedin Elementary School

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<http://www.dunedin-es.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.

The mission of Dunedin Elementary is to be responsive to the academic, emotional, and social needs of each child. We will work to close the opportunity gap by preparing all students for college and career readiness in a global society.

Provide the school's vision statement.

100% Student Success

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
Murphy, Christina	Principal	Oversee all operation and instructional decisions and monitor for effectiveness
Killian, Tamara	Assistant Principal	Oversee all operation and instructional decisions and monitor for effectiveness
Borland, Cindy	Instructional Coach	Analyzes data and plans interventions in math and reading for Tier 2 and Tier 3 instruction; also leads PD on interventions and core instruction; supports grade 3 - 5 ELA teachers in core and interventions.
Anthony, Lynne	Attendance/ Social Work	Assists our families and students with resources to address food insecurities, counseling resources, homelessness, crisis intervention and any other social emotional needs. In addition, she monitors our attendance and leads the Child Study Team which addresses barriers for student attendance which has a strong impact on academic performance. The social worker also serves on our MTSS and PBIS team.

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.

During the school year we provided multiple opportunities to gain feedback through surveys and survey activities after each data cycle is complete. The leadership team used the survey data to determine areas of growth and action steps. Based on the feedback and data we revise as necessary.

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))

Monthly SIP meetings have been built into the school calendar to comprehensively analyze the data to align with our school's mission and vision. The leadership team will monitor fidelity of implementation of SIP action steps by adjusting goals, identifying points of progress, consistently evaluating the plan and revising action steps.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 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	16	10	17	19	14	12	0	0	0	88	
One or more suspensions	1	0	1	1	3	2	0	0	0	8	
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	2	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	26	20	31	0	0	0	77	
Level 1 on statewide Math assessment	0	0	0	28	22	33	0	0	0	83	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	54	42	64	0	0	0	160	
	0	0	0	0	0	0	0	0	0		
	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	3	3	0	0	0	0	0	0	6
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	1	19	23	26	18	26	0	0	0	113	
One or more suspensions	0	0	1	1	0	1	0	0	0	3	
Course failure in ELA	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	16	25	16	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	18	24	19	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	9	0	0	0	0	0	0	22	
	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	16	14	14	20	20	0	0	0	84

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	7	1	1	0	1	0	0	0	11
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	1	19	23	26	18	26	0	0	0	113	
One or more suspensions	0	0	1	1	0	1	0	0	0	3	
Course failure in ELA	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	16	25	16	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	18	24	19	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	9	0	0	0	0	0	0	22	
	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	16	14	14	20	20	0	0	0	84

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	7	1	1	0	1	0	0	0	11
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	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	54	53	48	55	56	50		
ELA Learning Gains				50			54		
ELA Lowest 25th Percentile				38			53		
Math Achievement*	38	61	59	50	51	50	54		
Math Learning Gains				61			51		
Math Lowest 25th Percentile				40			37		
Science Achievement*	28	62	54	33	62	59	40		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress	62	64	59	59			51		

* 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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	2	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	21	Yes	4	1
HSP	40	Yes	1	
MUL	42			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	49			
FRL	39	Yes	1	

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	36	Yes	1	
ELL	47			
AMI				
ASN				
BLK	37	Yes	3	
HSP	47			
MUL	52			
PAC				
WHT	59			
FRL	46			

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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			38			28					62
SWD	8			11			9				5	43
ELL	22			33			0				5	62
AMI												
ASN												
BLK	13			33			18				4	
HSP	34			38			26				5	58

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	46			38							2	
PAC												
WHT	52			46			45				4	
FRL	32			36			29				5	61

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	48	50	38	50	61	40	33					59
SWD	20	27		28	63	54	6					56
ELL	39	56	41	51	67		17					59
AMI												
ASN												
BLK	38	41		32	56	36	21					
HSP	46	50	31	55	58	50	24					60
MUL	64			40								
PAC												
WHT	58	58		59	72		50					
FRL	50	52	50	46	54	29	31					58

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	50	54	53	54	51	37	40					51
SWD	21	38	50	29	32		18					24
ELL	44	62		55	64		38					51
AMI												
ASN												
BLK	25	36		28	27		13					
HSP	51	58		60	67		41					51
MUL	55			64								
PAC												
WHT	64	59		61	44		52					

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
FRL	51	54	50	51	45	33	39					52

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
05	2023 - Spring	28%	57%	-29%	54%	-26%
04	2023 - Spring	37%	58%	-21%	58%	-21%
03	2023 - Spring	38%	53%	-15%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	62%	-21%	59%	-18%
04	2023 - Spring	51%	66%	-15%	61%	-10%
05	2023 - Spring	31%	61%	-30%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	60%	-32%	51%	-23%

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.

5th grade - ALL content areas

We started the year with 3 classes but only 2 teachers. Our MTSS coach filled in until we filled the position. The lack of overall feedback and support in the 5th grade classes was a contributing factor in the low performance. The students were consistent in their performance on each of the 3 content assessments, FAST ELA, Math and Science scoring 28% each.

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

The ELA achievement dropped by 14 percentage points. The factors that contributed to this decline were the new standards, curriculum and assessments, and inconsistent actionable feedback. The data analysis and action planning happened but the follow-up with consistent walk throughs and feedback did not.

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.

5th grade ELA had the biggest gap with the state - 55% vs. 28% for a 27% deficit. The factors that contributed to this decline were the new standards, curriculum and assessments, and inconsistent actionable feedback. The data analysis and action planning happened but the follow-up with consistent walk throughs and feedback did not.

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

None

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

the number of Level 1 or 2 students in ELA
the number of Level 1 or 2 students in Math
the number of Level 1 or 2 students on the SSA

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

increased proficiency in 3rd grade - 5th grade ELA
increased proficiency in 3rd grade - 5th grade Math
increased proficiency in 5th grade Science
Effective collaborative planning and PLCs
Monitoring with feedback - teachers to students, admin to teachers

Area of Focus

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

#1. 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.

Based on the early warning indicators and Pinellas County's attendance dashboard 27% of our students were absent at least 10% or more. 27% (109) of the school's population missed 10% or more days in the 22/23 school year. 6% (25) of the school's population missed 20% or more days in the 22/23 school year

Measurable Outcome:

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

The percent of all students that were absent 10% or more will decrease from 21% to 10% as measured by the attendance dashboard.

Monitoring:

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

The Child Study Team will use the attendance dashboard to disaggregate the data and meet bi-monthly to determine specific next steps for each student.

Person responsible for monitoring outcome:

Lynne Anthony (anthonyl@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.)

We will strengthen our attendance problem solving process to address and support the needs of students across all tiers on an on-going basis, to include personalized early outreach (admin and student services, calls home by teacher, auto-generated letters from FOCUS (mailed or emailed), individual student success plan, parent conferences, check in and check out, action plan that addresses barriers and increase in engagement, and attendance groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was chosen because we wanted to tighten CST processes, specifically with a flow chart of action steps. It is also the intention to increase empathetic communication, while simultaneously educating families on the importance of attendance.

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.

Flow chart will be shared with staff during pre-school so that everyone is aware of the expected processes. Office staff will call/document all 3rd, 4th and 5th grade students and identified students based on previous year's attendance data when they are tardy/absent each day. Implement Tier 2 and Tier 3 plans for all individual students on a regular basis. When attendance conferences are held with CST, academic information will be shared to show any pertinent correlations. 3 Day warning letters will be

presented to families in a face-to-face conference with the principal. When parents are unreachable, home visits will be conducted by CST. Pre-school letters will be sent to all students identified from the 22/23 school year that missed 10% or more of the school year, and/or those students that had a chronic tardy issue. The letter will explain the process involved with attendance and tardies as followed by CST.

Person Responsible: Lynne Anthony (anthonyl@pcsb.org)

By When: after each CST meeting

#2. ESSA Subgroup specifically relating to Black/African-American**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.

Based on FAST progress monitoring cycle 3 data, African American students are scoring lower than the state and subgroups at the school level and continue to show a decrease in proficiency in both ELA and math.

Measurable Outcome:

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

Black students' proficiency in ELA/Math/Science will increase 10% as measured by FAST and SSA.

Monitoring:

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

School based instructional leadership team (Principal, Assistant Principal and MTSS coach) will monitor data through the use of a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups.

Person responsible for monitoring outcome:

Christina Murphy (murphychr@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.)

Teachers and staff will provide a safe and equitable learning environment in which African American students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success. In order to reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students through the use of culturally responsive teaching practices, an equitable mindset, and the setting of high expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will bring awareness to the cultural needs of African American students by keeping engagement high during instruction, connected throughout the school community and increase their proficiency in all subject areas. Systematic instruction to include break lessons into sequential and manageable steps that increase in difficulty level.

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.

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Person Responsible: Cindy Borland (borlandc@pcsb.org)

By When: every 6 weeks

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Person Responsible: Cindy Borland (borlandc@pcsb.org)

By When: every 6 weeks

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

Based on FAST progress monitoring cycle 3 data, SWD are scoring lower than the state and subgroups at the school level and continue to show a decrease in proficiency in both ELA and math.

Measurable Outcome:

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

SWD students' proficiency in ELA/Math/Science will increase 10% as measured by FAST and SSA.

Monitoring:

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

School-based instructional leadership team (Principal, Assistant Principal and MTSS coach) will monitor data through the use of a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups.

Person responsible for monitoring outcome:

Tamara Killian (killiant@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.)

Teachers and staff will provide a safe and equitable learning environment in which SWD build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success. In order to reduce the disparity within our SWD subgroup's data on academic assessments, we will work to build the VE resource teachers' understanding of identifying the specific gaps for each student AND the appropriate targeted, research-based interventions to address those gaps. We will also work with classroom teachers to provide systematic instruction that breaks lessons into sequential and manageable steps that increase in difficulty level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will fill the learning gaps for our SWD and move them toward proficiency in all subject areas.

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

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

Upon review of the FAST data, it was determined that benchmark aligned instruction in relation to the Tier 1 core are in need of improvement in ELA, Math (grades 3-5) and Science grade 5.

Grade 3 ELA proficiency: 42%

Grade 4 ELA proficiency: 40%

Grade 5 ELA proficiency: 28%

Grade 3 Math proficiency: 41%

Grade 4 Math proficiency: 51%

Grade 5 Math proficiency: 28%

Grade 5 Science proficiency: 28%

Measurable Outcome:

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

Specific measurable outcomes are as follows:

Overall, ELA proficiency will increase from 36% to 54% as measured by the FAST assessment by May 2024.

Grade 3 ELA proficiency will increase from 38% to 62% as measured by the PM3 FAST assessment.

Math proficiency will increase from 42% to 54% as measured by the FAST assessment by May 2024.

Science proficiency in 5th grade will increase from 28% to 54% as measured by the SSA assessment by May 2024.

Monitoring:

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

This area of focus will be monitored by creating a schedule of administrative walk-throughs during the core instructional time. Actionable feedback will be given based on the data collected during the walk-throughs. The administrative team will then participate in follow-up walk-throughs to ensure feedback was implemented.

Person responsible for monitoring outcome:

Christina Murphy (murphychr@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 evidence-based interventions will include facilitated collaborative planning, Data-Driven PLCs with the leadership team, and scheduled walk-throughs with actionable feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These evidence-based strategies have been chosen due to their effectiveness for improving Tier 1 core instruction.

Facilitated collaborative planning will provide opportunities for teachers to create lessons that are highly engaging for students and promote a more student-centered environment, with active learning, Data Driven PLCs provide opportunities for the leadership team and teachers to analyze core data and determine next steps for planning and remediation.

Walk-throughs with actionable feedback provide opportunities for leaders and teachers to collaborate on best practices, and areas of strengths and areas for growth.

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.

We will conduct Data Driven PLCs

Person Responsible: Cindy Borland (borlandc@pcsb.org)

By When: After every ELA/Math assessment Mid-point check ins during grade level planning time After every FAST assessment After every Science unit assessment

We will create a monthly walk-through calendar for all Gr 3-5 teachers and then create tiers of support based on walk-through and assessment data.

Person Responsible: Tamara Killian (killiant@pcsb.org)

By When: Calendar will be developed during pre-school

We will utilize backwards planning during our collaborative planning sessions for each unit.

ELA/Math/Science planning focus: tasks aligned to benchmarks, planning for high level questioning, analyzing the rigor of assessment questions, preparing materials, and how to check for student understanding after each lesson.

Person Responsible: Tamara Killian (killiant@pcsb.org)

By When: One session before each ELA module/Math Unit/Science Unit

#5. 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.

Overall ELA proficiency will increase from 36% to 54% as measured by the FAST assessment by May 2024.

Grade 3 ELA proficiency will increase from x% to *70% as measured by the PM3 FAST assessment.

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 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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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).

The process includes utilizing a comprehensive needs assessment to determine areas of focus and how funding is allocated. Based on the CNA results, we have allocated funding to hire hourly teachers. These teachers will be used to support small group instruction for identified students, based on their FAST and STAR data in all grade levels. We have also allocated funding to support professional development for all teachers, which includes collaborative planning and book studies on scaffolding and engagement.

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.

Dunedin Elementary School is implementing a Title I program therefore our school will disseminate our SIP to our stakeholders; student, families, school staff, leadership and local businesses and organization in a variety of methods. This plan will be articulated through our School Advisory Council (SAC) and our school website. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school.

An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTO meetings.

Our Title I Annual Meeting will be held in August. All parents will be encouraged to attend this meeting to learn about our school Title I Plan and our SIP. Parents will complete a survey to provide input on the Title I Plan and our SIP.

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))

Our school website includes our Family Engagement Plan: <https://www.pcsb.org/dunedin-es> To build positive relationships with parents, families, and other stakeholders Dunedin Elementary will hold the following events. In an effort to reach more parents, presentations will be posted on our school website, with information in our school newsletter. Meeting times will be staggered when possible to reach more families. Many of our events are held in the evening to provide accessibility to working families. We also translate handouts.

Meet and Greet; August 2023; Prior to the first day of school; The times will be staggered to consider families may have more than one teacher to meet. This event will begin communication with families and teachers/staff for the new school year.

Open House – August 2023; Staff and Teachers will communicate with families the expectations for behavior and academics to help students understand the criteria for success. The times will be staggered for the grade levels to allow families an opportunity to visit more than one classroom.

Title I Annual Meeting; August 2023 Includes dissemination of our Title I Plan, Budget and PFEP.

SAC Meetings – To be held every other month beginning the 2nd Tuesday of September 2023

Technology Family Event – September 2023; Communicating to families programs that students may use to support learning at home using handouts and electronic communication. This event will also provide parents an opportunity to share and discuss how they monitor their child's technology use at

home.

ESOL Coffee Talks – One per semester; This event will provide various resources for families to support their student learning.

AVID / 3rd Grade FAST / Curriculum (Math/Science) Event – October 2023 Families will learn about how AVID promotes college and career readiness. Families surveyed have requested more information to help their children with math and science.

Student Led Conferences – October 2023 – November 2023 and January 2024 – February 2024; Teachers will collaborate and plan a format for students to organize their school work/assessments in a way that provides meaning and goal setting for the students knowledge and for the student to be able to share with their parents how they are performing in class – behaviorally and academically.

Transition to Kindergarten – January 2024; Families will be given materials to support their child's readiness for Kindergarten.

Reading Under the Stars Event – February 2024; Families will be invited to participate in selecting and reading books "under the stars", shop at our school Book Fair, visit guest and student readers reading aloud, and eat a meal provided by Title I. Materials will be given on the topic of reading strategies – how to select just right books, reading for fluency, having conversations with child about what they read.

Science will be incorporated with the theme of stars – with a quiz – Are you Smarter than a 5th Grader?

Transition to 6th Grade – March 2024

Our school will also use a compact as a pledge for students, parents, and teachers will support the learning.

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)

Dunedin Elementary plans to strength the academic program by utilizing PLCs and Collaborative Planning to plan and implement instruction, understand how curriculum connects to evidence-based practices and BEST Standards/NGSS, and use the resources of instructional academic coaches to support this work. Throughout the PLC and CP work we will utilize data to make decisions about implementation of the curriculum and differentiate instruction in order to maximize impact on student learning, implement AVID strategies and tools, increase STEM learning and project-based activities, implement goal-setting that is student-led and monitored weekly, utilize PBIS and engage students in safe and positive learning environments.

In addition, teachers and students will continuously monitor progress and goal setting with action steps and partner with families to move towards increased proficiency. PBIS strategies will be implemented and monitored creating a positive culture and climate. We will also use a district PLN course #30100 Hooked on Family Engagement to Increase Student Achievement. This course will be provided pre-school and Admin team will modify and add-on to personalize to the needs of our staff and families. Attending Model Schools Conference- strategic, practical approaches to leading and teaching. Student and teacher growth is validated with reliable, credible evidence, either quantitatively or qualitatively. This will help make the transition from traditional learning to transformation learning which is learner centered, embraces technology, is active, focuses on a "do to learn" approach, is application focused, growth fueled, integrates curriculum, and is personalized and differentiated.

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))

Dunedin Elementary works closely with the City of Dunedin, Wal Mart, Kiwanis Club, and several local churches and businesses. Also the HEAT Program of Pinellas County Schools provides educational and social work services to children, youth and families in transition (homeless), which our school social

worker coordinates.

We have been able to support needs of families with childcare, health care, school supplies and several enrichment activities.