

Dundee Elementary Academy



2014-15 School Improvement Plan

Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

<http://schools.polk-fl.net/dundeeelementary>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
68%

Alternative/ESE Center
No

Charter School
No

Minority
62%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	34

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dundee Elementary Academy is to provide a high quality education for all students through caring relationships.

Provide the school's vision statement

Dundee Elementary Academy provides inquiry-based instruction in a safe and supportive environment where a highly qualified staff works collaboratively with all stakeholders to develop influential citizens who are globally aware, internationally minded, and have a passion for life-long learning.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The teachers review each students' cumulative folder and meet with ESOL and ESE staff to determine modifications and accommodations. Parents were invited to Orientation where they met with their children's teachers. The parents and students participated in a STEM activity together and teachers were able to see how the students participated with adults and other students. There is a Title I Open House in September for parents to attend to meet with teachers. There are four parent conferences during the year. The first conference is teacher-led and the other three are student-led. Information about students' work is shared with parents. After-school clubs are available for students to interact with teachers in fun learning activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

An opening assembly was held by the principal and assistant principal to go over expectations with regards to safety, bullying and other school issues. All rooms are kept locked and all employees wear their badges at school. Bullying lessons are taught to each grade level. When going to a location outside of the classroom, students walk in pairs. Red Ribbon Week stresses the importance of not using drugs or becoming involved with anyone using drugs or alcohol. The Hearth Program assists students who are homeless by supporting the students and their families.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The PBS plan is in place for all students. The PBS committee meets monthly to go over discipline data. There are personal development expectations and study habits. Each classroom has a school-wide discipline plan and parents are notified through the agenda. All minor infractions are recorded in the agenda as a "Request for Parent Support" and all major infractions are handled by administration according to the Polk County Code of Conduct. Behavior and responsibility reports are signed by

parents at the end of each week.
 Monthly rewards are given to students for compliance with the discipline plan,

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor and school psychologist visited each classroom to introduce themselves to the students and describe the kind of assistance that they provide. The guidance counselor is available to students and parents when needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent;
 One or more suspensions;
 Grades of 'F;"
 Level 1 on FCAT.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	3	4	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	4	18	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- *An attendance club provides contact and rewards for students with chronic attendance problems;
- *Students needing
- *Morning tutoring is offered to students that have been identified with low probability of literacy success. Tutoring will begin in October and finish in April.
- *After school tutoring is offered after school from February until April;
- *Americorp volunteers offer one-on-one tutoring for students in the lowest quartile three times a week;
- *Teachers provide Leveled Literacy Intervention (LLI);
- *As a DA/lowest 300 school, an extra hour of reading is provided for all students with scores of 1-4 on FCAT and for all students with no FCAT data;
- *There is a guided reading resource room with leveled sets of reading books for teachers to use for levelled/skill groups;
- *ESOL paraprofessionals serve the ELL population in the classroom to assist students with

assignments;

*ESE inclusion teacher assists students in the classrooms and assists teachers with modifications and accommodations;

*A Title I Literacy Interventionist works with students in the lowest quartile and helps with assessments in the classrooms;

*Title I paraprofessionals assist classroom teachers with small group interventions;

*Reading and math coaches assist teachers with best practices and standards-based instruction training;

*A reading support paraprofessional assists students in grades K-2.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193588>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dundee Elementary Staff secured the resources from the local community by making face to face contact with Business Partners and Community groups.

The Adopt A Class program was initiated so that business partners could adopt the class of their choice by choosing to donate money or materials. This program can be sustained by recognizing the business partners and community members in our newsletters and on the school marquee.

A partnership was established with the Dundee Public Library and our First Grade classrooms. Our students and teachers visited the library for a story and activity that supported their current unit of study. We will continue with this program this year.

A Business Partner/Community Member orientation was held in the early fall to orientate our partners on ways to help our school and the community.

An appreciation breakfast was held in early spring to honor our business partners and community members.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Zammito, Joanna	Instructional Coach
Henderson, Pam	Principal
Dettling, Jennifer	Assistant Principal
Beasley, Pam	Teacher, K-12
Royer, Renee	Guidance Counselor
Gainey, Dru	Other
Brady, Amber	Teacher, K-12
Martin, Patricia	Instructional Coach
Beeman, Autumn	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal – the Principal provides a common vision for the use of data-based decision making, models the Problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities.

Speech-Language Pathologist: Educates the team in the role language plays in curriculum assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify as systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students’ academic emotional, behavioral, and social succes

Network Manager: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic design.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 intervention; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers.

Curriculum Coaches: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate evident-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”,

assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based making activities.

MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving , sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Title I, Part A, funds school-wide services to Dundee Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Dundee Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP> They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from department of

Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Dundee Elementary are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.

Supplemental Academic Instruction (SAI)

Dundee Elementary currently does not have any SAI units for the 2014-2015 school year.

Violence Prevention Programs

Dundee Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Dundee Elementary is participating in the CEO program providing free breakfast and lunch for all students.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus.

Adult Education

Students are provided with information related to adult education options upon request.

Career and Technical Education

N/A

Job Training

N/A

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Melissa Hamm	Parent
Steve Glenn	Business/Community
Pamela Henderson	Principal
Jennifer Dettling	Principal
Pam Beasley	Teacher
Deloris Washington	Business/Community
Katie Stripling	Parent
Dawn McDaniel	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was shared with and evaluated by the SAC at the September meeting. This committee is comprised of school staff, parents and community members.

Development of this school improvement plan

SAC members will review and vote on the approval of the School Improvement Plan at the October 2014 meeting and will be so noted in those minutes. Additionally, throughout the school year SAC provides input and ideas to help develop the SIP.

Preparation of the school's annual budget and plan

Mrs. Van Hook , the previous principal, shared the school's annual budget and plan with the School Advisory Council.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Royer, Renee	Guidance Counselor
Beasley, Pam	Teacher, K-12
Henderson, Pam	Principal
Dettling, Jennifer	Assistant Principal
Zammito, Joanna	Instructional Coach
Beeman, Autumn	Instructional Technology
Martin, Patricia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT this year will be to reduce the number of level 1's and 2's in Reading as measured by the FCAT while at the same time increasing the number of Level 4's and 5's.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Use of the district RHS hiring system - Administration
2. Multi-tiered systems of support for teachers - Administration and Coaches
3. Common planning time for grade levels - Administration
4. Support from Math and Reading Coaches - Coaches
5. Professional development - Administration, Coaches, and other Trainers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Dundee Elementary provides teacher mentoring for new teachers by providing support and guidance from the curriculum coaches and administration. Additionally, new teachers participate in the Teacher Induction Program orientation provided by the district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 40

We will begin the Extended Learning Program in January 2014. Students will be selected based on data from FAIR, I-Station, Discovery and I-Ready. Students will be organized into classes and will spend time working in small groups within those classes. Instruction will be provided both by the teacher and computer based.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will give the pre and post test and Dru Gainey, the program administrator, will collect the data. That data will then be turned into the Leadership Team for evaluation on a student by student basis to determine if strategies are effective and/or if we need to change our instructional strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Dundee Elementary has both a regular and an ESE Pre-K program on campus.

Dundee Elementary will conduct a Kindergarten Round-up in April to register new students. During this Round-up incoming students will be provided with math manipulatives, reading workbooks, and other items to prepare students for school success.

FLKRS is administered within the first 30 days of school to analyze the various skill levels of each student.

Dundee Elementary invites the East Coast Migrant School students, staff and families to visit Dundee Elementary several times a year.

We articulate with community preschool programs in Dundee to help them better prepare their students

Kindergarten Readiness Workshops are held in the spring to assist parents in preparing their children for kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques. 1a

G057601

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0

Resources Available to Support the Goal 2

- District/Regional/School Coaches will facilitate collaborative planning and the coaching cycle as necessary.
- Triple iii reading plan
- 4th Grade writing plan
- Guided reading library
- New reading and math curriculum and accompanying professional development
- Common planning time with content coach support
- Title One funding
- District/State support
- Technology
- CPALMS
- Professional development

Targeted Barriers to Achieving the Goal 3

- Effective Collaborative Lesson Planning Time
- Staff instructional delivery
- Deeper understanding of the Standards
- Lack of vertical articulation regarding expectations and rigor.
- Lack of writing instruction consistently and pervasively across all grades.

Plan to Monitor Progress Toward G1. 8

Meeting with teachers during reading, math and data planning times.

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through data, student achievement data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques. **1**

 G057601

G1.B1 Effective Collaborative Lesson Planning Time **2**

 B145792

G1.B1.S1 Coaches will continue collaborative planning and implementation. **4**

 S158023

Strategy Rationale

The number of new teachers to our staff and the increased number of teachers at each grade level necessitates the need for coaching our teachers on collaborative planning and implementation.

Action Step 1 **5**

Collaborative planning time during the school day, summer and after school

Person Responsible

Pam Beasley

Schedule

Monthly, from 8/26/2014 to 6/30/2015

Evidence of Completion

Agendas, Sign in sheets, unit lesson plans, meeting minutes and notes

Action Step 2 5

Align student work to the common formative assessments.

Person Responsible

Joanna Zammito

Schedule

Weekly, from 2/23/2015 to 5/29/2015

Evidence of Completion

Lesson plans, weekly reading, math and data sign-in sheets and minutes/notes, CFAs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson plans will be checked and walk-throughs conducted to observe the implementation of plans.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson plans, lesson plan checklists, Journey records of observations, sign in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data meetings will include how students found to be in need of interventions will receive receive remediation. .

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 2/16/2015 to 5/29/2015

Evidence of Completion

Lesson plans, weekly data meeting sign-in sheets and minutes and notes, coaches logs, ESE plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Journey records, data chats

Person Responsible

Pamela Henderson

Schedule

Biweekly, from 9/2/2014 to 6/30/2015


Evidence of Completion

State tests, grade level mini assessments for priority standards, profess monitoring

G1.B2 Staff instructional delivery 2

 B145793

G1.B2.S1 Coaching Cycle 4

 S158026

Strategy Rationale

Many teachers are new to the school. The school was an 'F' last year, so instructional strategies need to be revised and refined.

Action Step 1 5

Work with teachers as needed implementing the coaching cycle.

Person Responsible

Lea Gomez

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Coaches Log

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Coaching logs turned into Administration

Person Responsible

Pamela Henderson

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Increase in effective instructional strategies

Person Responsible

Pamela Henderson


Schedule

Weekly, from 9/2/2014 to 6/4/2015


Evidence of Completion

Walk throughs and observations

G1.B4 Deeper understanding of the Standards 2

 B145795

G1.B4.S1 During PLC's or Professional Development coaches and administration will work with teachers to unpack or better understand the Florida Standards. 4

 S158027

Strategy Rationale

Teachers new to the school and teachers who have changed grade levels need to understand the grade level Florida Standards.

Action Step 1 5

Introduction to unpacking the standards

Person Responsible

Pamela Henderson

Schedule

Every 6 Weeks, from 9/2/2014 to 6/4/2015

Evidence of Completion

Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Participate in "Unpacking the Standards" and meet in grade level teams to plan reading and math instruction.

Person Responsible

Pamela Henderson

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Sign In Sheets, lesson plans, reading and math weekly grade level meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Lesson plans based on Florida Standards

Person Responsible

Jennifer Dettling


Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Lesson Plans, lesson plan checklists, walk-through observations

G1.B5 Lack of vertical articulation regarding expectations and rigor. 2

 B145796

G1.B5.S1 Teachers will determine the level of rigor of student work samples at various grade levels both horizontally and vertically across grade levels. 4

 S158028

Strategy Rationale

Teachers need to understand the the expectations and rigor of the standards in the grade level below and above their grade level.

Action Step 1 5

Teachers will plan horizontally and vertically to identify the rigor of student work and work samples, key instructional shifts in the standards and use item specifications in instruction as well as in assessments.

Person Responsible

Jennifer Dettling

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Agendas, sign in sheets, student work samples

Action Step 2 5

Teachers will unpack and deconstruct the standards and align tasks to assessments, increasing the rigor of the work.

Person Responsible

Joanna Zammito

Schedule

Weekly, from 2/2/2015 to 5/29/2015

Evidence of Completion

Weekly math and reading planning meetings, sign-in sheets, minutes/notes, lesson plans, alignment charts, and coaches logs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Student work samples

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 11/3/2014 to 6/8/2015

Evidence of Completion

Student work samples, rubrics, grades, formative and summative assessments

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teachers will unpack standards, create assessments and review assessment data to plan instruction.

Person Responsible

Jennifer Dettling


Schedule

Weekly, from 9/15/2014 to 6/8/2015


Evidence of Completion

Formative and summative assessment data, state tests, FAIR, Fountas & Pinnell reading levels, IMPROVE data.

G1.B6 Lack of writing instruction consistently and pervasively across all grades. 2

 B145797

G1.B6.S1 Include writing in all subjects in all grades daily. 4

 S158029

Strategy Rationale

The spring 2014 writing scores at Dundee Elementary were low so the teachers in grades K-4 need to have writing incorporated into all subjects daily.

Action Step 1 5

Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.

Person Responsible

Lea Gomez

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student writing samples, rubrics, state-wide assessment data

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Teachers will develop and implement a school-wide writing plan

Person Responsible

Lea Gomez

Schedule

Biweekly, from 10/27/2014 to 6/8/2015

Evidence of Completion

Progress monitoring, student work samples, rubrics

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Writing samples will be analyzed by teachers.

Person Responsible

Lea Gomez

Schedule

Monthly, from 11/18/2014 to 6/8/2015

Evidence of Completion

Progress monitoring samples, student writing samples, rubrics

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Collaborative planning time during the school day, summer and after school	Beasley, Pam	8/26/2014	Agendas, Sign in sheets, unit lesson plans, meeting minutes and notes	6/30/2015 monthly
G1.B2.S1.A1	Work with teachers as needed implementing the coaching cycle.	Gomez, Lea	9/2/2014	Coaches Log	6/4/2015 monthly
G1.B4.S1.A1	Introduction to unpacking the standards	Henderson, Pamela	9/2/2014	Sign In Sheets	6/4/2015 every-6-weeks
G1.B5.S1.A1	Teachers will plan horizontally and vertically to identify the rigor of student work and work samples, key instructional shifts in the standards and use item specifications in instruction as well as in assessments.	Dettling, Jennifer	9/15/2014	Agendas, sign in sheets, student work samples	6/4/2015 biweekly
G1.B6.S1.A1	Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.	Gomez, Lea	9/2/2014	Student writing samples, rubrics, state-wide assessment data	6/4/2015 weekly
G1.B1.S1.A2	Align student work to the common formative assessments.	Zammito, Joanna	2/23/2015	Lesson plans, weekly reading, math and data sign-in sheets and minutes/ notes, CFAs	5/29/2015 weekly
G1.B5.S1.A2	Teachers will unpack and deconstruct the standards and align tasks to assessments, increasing the rigor of the work.	Zammito, Joanna	2/2/2015	Weekly math and reading planning meetings, sign-in sheets, minutes/ notes, lesson plans, alignment charts, and coaches logs.	5/29/2015 weekly
G1.MA1	Meeting with teachers during reading, math and data planning times.	Dettling, Jennifer	9/2/2014	Classroom walk-through data, student achievement data.	6/4/2015 monthly
G1.B1.S1.MA1	Journey records, data chats	Henderson, Pamela	9/2/2014	State tests, grade level mini assessments for priority standards, profess monitoring	6/30/2015 biweekly
G1.B1.S1.MA1	Lesson plans will be checked and walk-throughs conducted to observe the implementation of plans.	Dettling, Jennifer	9/2/2014	Lesson plans, lesson plan checklists, Journey records of observations, sign in sheets, agendas	6/4/2015 weekly
G1.B1.S1.MA3	Data meetings will include how students found to be in need of interventions will receive receive remediation. .	Dettling, Jennifer	2/16/2015	Lesson plans, weekly data meeting sign-in sheets and minutes and notes, coaches logs, ESE plans.	5/29/2015 weekly
G1.B1.S1.MA4	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Increase in effective instructional strategies	Henderson, Pamela	9/2/2014	Walk throughs and observations	6/4/2015 weekly
G1.B2.S1.MA1	Coaching logs turned into Administration	Henderson, Pamela	9/29/2014	Coaching Logs	6/4/2015 monthly
G1.B4.S1.MA1	Lesson plans based on Florida Standards	Dettling, Jennifer	8/18/2014	Lesson Plans, lesson plan checklists, walk-through observations	5/29/2015 monthly
G1.B4.S1.MA1	Participate in "Unpacking the Standards" and meet in grade level teams to plan reading and math instruction.	Henderson, Pamela	10/20/2014	Sign In Sheets, lesson plans, reading and math weekly grade level meeting notes.	5/29/2015 weekly
G1.B5.S1.MA1	Teachers will unpack standards, create assessments and review assessment data to plan instruction.	Dettling, Jennifer	9/15/2014	Formative and summative assessment data, state tests, FAIR, Fountas & Pinnell reading levels, IMPROVE data.	6/8/2015 weekly
G1.B5.S1.MA1	Student work samples	Dettling, Jennifer	11/3/2014	Student work samples, rubrics, grades, formative and summative assessments	6/8/2015 monthly
G1.B6.S1.MA1	Writing samples will be analyzed by teachers.	Gomez, Lea	11/18/2014	Progress monitoring samples, student writing samples, rubrics	6/8/2015 monthly
G1.B6.S1.MA1	Teachers will develop and implement a school-wide writing plan	Gomez, Lea	10/27/2014	Progress monitoring, student work samples, rubrics	6/8/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques.

G1.B2 Staff instructional delivery

G1.B2.S1 Coaching Cycle

PD Opportunity 1

Work with teachers as needed implementing the coaching cycle.

Facilitator

Lea Gomez, Jessica Short and district reading and math coaches

Participants

Classroom teachers

Schedule

Monthly, from 9/2/2014 to 6/4/2015

G1.B4 Deeper understanding of the Standards

G1.B4.S1 During PLC's or Professional Development coaches and administration will work with teachers to unpack or better understand the Florida Standards.

PD Opportunity 1

Introduction to unpacking the standards

Facilitator

Pamela Henderson, Jennifer Dettling, Lea Gomez

Participants

Instructional Staff of Dundee Elementary Academy

Schedule

Every 6 Weeks, from 9/2/2014 to 6/4/2015

G1.B5 Lack of vertical articulation regarding expectations and rigor.

G1.B5.S1 Teachers will determine the level of rigor of student work samples at various grade levels both horizontally and vertically across grade levels.

PD Opportunity 1

Teachers will plan horizontally and vertically to identify the rigor of student work and work samples, key instructional shifts in the standards and use item specifications in instruction as well as in assessments.

Facilitator

Mijana Lockard, Jennifer Dettling

Participants

Teachers

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

G1.B6 Lack of writing instruction consistently and pervasively across all grades.

G1.B6.S1 Include writing in all subjects in all grades daily.

PD Opportunity 1

Teachers will collaborate within their grade levels to plan writing across all subject areas this will include analytical writing.

Facilitator

Lea Gomez

Participants

Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques.	22,000
Grand Total	22,000

Goal 1: Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using proven instructional delivery techniques.

Description	Source	Total
B1.S1.A1 - MSAP funding to pay teachers to plan with grade levels in June and after school in August and September.	Other Federal	20,000
B2.S1.A1	Title I Part A	2,000
Total Goal 1		22,000