

Polk County Public Schools

Dundee Elementary Academy



2016-17 Schoolwide Improvement Plan

Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	F	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dundee Elementary Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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. There is an anonymous bully box for students to use. 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.

c. 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 data leadership team 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,

d. 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. In addition, should a student be placed on behavior probation, they meet with the guidance counselor once a week for a check in and check out.

3. Early Warning Systems

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

a. 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.

The data leadership team meets weekly to discuss various forms of data.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	29	0	0	0	0	0	0	0	0	29

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

*Students needing

*After school tutoring is offered after school from February until April;

*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;

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307251>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Crosthwaite, Monica	Teacher, K-12
Henderson, Pam	Principal
Dettling, Jennifer	Assistant Principal
Beasley, Pam	Teacher, K-12
Royer, Renee	School Counselor
Hippeli, Danielle	Teacher, K-12
Meek, Kimberly	Instructional Coach
Lewis, Kimberly	Teacher, K-12

b. Duties

1. 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 evidence-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.

2. 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. This is done weekly with coaches and administration.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. This is done as needed through surveys and grade chair meetings.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. This is done weekly via the data team meetings.
- 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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Steve Glenn	Business/Community
Pamela Henderson	Principal
Jennifer Dettling	Principal

b. Duties

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

a. 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. The committee looked at the data that we had at the time to evaluate if the school was successful in meeting targets.

b. Development of this school improvement plan

SAC members will review and vote on the approval of the School Improvement Plan at the October 2015 meeting and will be so noted in those minutes. Additionally, throughout the school year SAC provides input and ideas to help develop the SIP.

c. Preparation of the school's annual budget and plan

Mrs. Henderson will share both the school budget and the budgeted items from the grant.

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

Teachers met with the IB Coordinator and the district magnet grant coordinator to plan units and lessons that met IB standards and the state standards.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Royer, Renee	School Counselor
Beasley, Pam	Teacher, K-12
Henderson, Pam	Principal
Dettling, Jennifer	Assistant Principal
Meek, Kimberly	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership work together to ensure that the standards are taught with rigor and excellence and supporting students that need additional time with the standard. The reading coach works with teachers to understand the reading standard and develop sound instructional practices to teach the standards. The reading interventionist works to support students that are struggling with the standards by pulling them in small groups and providing targeted instruction.

D. Public and Collaborative Teaching

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

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

Administration has provided teachers with 100 minutes a day for planning purposes. Four of the Five days are directed planning with coaches, administration, and IB coordinator. Teachers meet on Tuesday for reading, Wednesday for math, Thursday for data, and Friday for IB units. Teachers are required to use a pre-planning OneNote to gather thoughts, ideas, and resources prior to planning. This allows them to use the time together to actually plan the lessons. It also gives the coaches and administration time to help with misconceptions about the standard.

2. 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.

3. 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. Teachers that are in their 1st or 2nd year of teaching will be provided a district mentor teacher to work them them. Additionally, new teachers participate in the Teacher Induction Program orientation provided by the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers use an alignment chart to help them understand the scope and sequence of the standards being taught. This helps teachers know what to teach. During planning sessions, teachers collaborate to determine the best method to teach the content. Teachers start with the end in mind by first determining how students will be assessed, creating or locating an assessment that matches the standard, and then developing lessons that lead students to the standard. Administration and coaches review lesson plans and attend planning meetings to help ensure that task, test, and teaching align to the standard.

b. Instructional Strategies

1. 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.

Teachers examine test data weekly. They are looking for trends across grade level and in their own classes. Once those determinations have been made teachers either reteach a concept or set aside time in small groups to remediate or excel students. Teachers use iii time 30 per day to close large gaps in reading.

2. 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: Summer Program

Minutes added to school year: 288

Students that are not on grade level will be required to attend either Power Up which is offered by the county or they can complete a summer learning packet which is based on their reading level. Students are required to bring in their completed notebook throughout the summer to show that they are working toward reaching grade level.

Strategy Rationale

We are trying to prevent and reverse summer learning loss by providing students with an opportunity to continue their learning over the summer.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dettling, Jennifer, jennifer.dettling@polk-fl.net

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

Complete of summer learning packets, data from students at Power Up, beginning of the year assessments vs end of the year assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. The PreK teacher is invited to attend all professional learning opportunities at DEA so that she is able to align her curriculum with that of DEA. This allows for a smoother transition with incoming kindergarten students.

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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

There is a disconnect between what is being taught and how that information is being assessed.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Teachers struggle with how to create lessons and assessments that mirror the rigor of the standard.

C. Strategic Goals

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

 = 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, including differentiated instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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, including differentiated instruction. 1a

G085017

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0

Targeted Barriers to Achieving the Goal 3

- Assimilating new staff into an understanding of standards and instructional delivery
- Implementing reading curriculum with fidelity
- Need to focus on the lowest 25% in ELA
- Maintaining rigor in math

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Administration will observe trend data in teacher performance.

Person Responsible

Pam Henderson

Schedule

Monthly, from 8/24/2016 to 6/9/2017

Evidence of Completion

Journey, lesson plans, collaborative planning form, lesson plan check data form,

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

 = 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, including differentiated instruction. **1**

 G085017

G1.B1 Assimilating new staff into an understanding of standards and instructional delivery **2**

 B226114

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

 S238519

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 Henderson

Schedule

Weekly, from 8/24/2015 to 6/30/2016

Evidence of Completion

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

Action Step 2 **5**

Align teacher instruction and student practice to the common formative assessments.

Person Responsible

Kimberly Meek

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

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

Action Step 3 5

Teachers will preplan by reviewing the standard, participate by responding to the standard, and gather resources.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/24/2016 to 6/30/2017

Evidence of Completion

OneNote will be used to document teacher, coach, and administration participation.

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

Grade level lesson plans will be checked and and walk-throughs conducted to observe the implementation of plans.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/24/2016 to 6/4/2017

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 focus on student achievement, to include students in need of remediation.

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/24/2016 to 6/9/2017

Evidence of Completion

Weekly data meeting sign-in sheets and minutes and notes, coaches logs, ESE plans and logs, progress monitoring, IBTP data, STAR data, F & P data, FAIR data, weekly reading assessments

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

Weekly leadership meetings will be held to address instruction, lesson plan feedback, and student achievement.

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/24/2016 to 6/5/2017

Evidence of Completion

Common formative assessments, ongoing assessments, district progress monitoring tools

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

Administrative walkthroughs will be conducted and assign coaches to work with instructional staff.

Person Responsible

Pam Henderson

Schedule

Daily, from 8/24/2015 to 6/10/2017

Evidence of Completion

Journey, coaches logs, observation documentation

G1.B1.S2 District/Regional/School Coaches will facilitate collaborative planning and the coaching cycle as necessary. 4

 S238520

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 responsibilities and roles

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 9/8/2016 to 6/4/2017

Evidence of Completion

Agendas, Sign in sheets, lesson plans, coaching cycle schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observing and participate in collaborative planning time to ensure teacher roles and responsibilities are fulfilled.

Person Responsible

Schedule

On 6/9/2017

Evidence of Completion

Teachers provide written responsibilities for common planning time. Unit planning framework and Unit Lesson Plans. A form has been developed for teachers to note planning time ideas and daily tasks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Increased effective standards based instruction and instructional delivery in all subjects.

Person Responsible

Jennifer Dettling


Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Classroom walk-through data and student achievement data

G1.B1.S3 Teaching Wednesdays (a bi-weekly new DEA teacher meeting) will be provided to all new staff members on relevant topics. 4

 S238521

Strategy Rationale

New teachers need to know expectations, policies, and procedures of DEA's cultures.

Action Step 1 5

School Teacher Leaders will conduct short in-services for teachers new to DEA on topics relevant to new staff.

Person Responsible

Kimberly Meek

Schedule

Biweekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Sign in sheets will be turned in. and teachers will have a reflection log.

Person Responsible

Kimberly Meek

Schedule

Biweekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Teachers will have a reflection log where they make an action plan, follow through, and reflect on plan.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The assistant principal will monitor the action plans.

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 9/28/2016 to 6/7/2017

Evidence of Completion

Teachers have a professional development book where they keep notes from trainings. In this book is a log for teachers to create an action plan and implement the plan. There is also a section for reflection.

G1.B2 Implementing reading curriculum with fidelity 2

 B226115

G1.B2.S1 Coaching Cycle 4

 S238522

Strategy Rationale

Many teachers are new to the school. There is some inconsistency between grade levels and disciplines.

Action Step 1 5

Work with teachers as needed implementing the coaching cycle.

Person Responsible

Kimberly Meek

Schedule

Monthly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Coaches Log

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

Coaching logs turned into Administration

Person Responsible

Pam Henderson

Schedule

Monthly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Coaching Logs, Journeys

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

Increase in effective instructional strategies

Person Responsible

Pam Henderson

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Walk throughs, goal setting forms and observations

G1.B2.S2 Peer observations 4

S238523

Strategy Rationale

Teachers can learn from model teachers.

Action Step 1 5

Teachers will observe peer teachers to improve instructional delivery across grade levels.

Person Responsible

Jennifer Dettling

Schedule

Quarterly, from 10/1/2016 to 6/9/2017

Evidence of Completion

Sign in sheets and PD book with reflection

Action Step 2 5

Jeanne Tribuzzi will model and coach teachers on Reader's Workshop

Person Responsible

Jennifer Dettling

Schedule

On 10/21/2016

Evidence of Completion

Sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers will turn in an individual plan of action to document the observation.

Person Responsible

Kimberly Meek

Schedule

On 6/9/2017

Evidence of Completion

Plans of action, schedules, agendas and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will walk-through classrooms and provide feedback.

Person Responsible

Pamela Henderson

Schedule

Quarterly, from 9/14/2016 to 6/9/2017

Evidence of Completion

Journey observations, classroom walkthrough forms, and comment cards

G1.B3 Need to focus on the lowest 25% in ELA **2**

 B226116

G1.B3.S1 4th Grade students in the lowest 25% are not making learning gains. **4**

 S238524

Strategy Rationale

Teachers need more focused time with students.

Action Step 1 **5**

Paraprofessionals will be utilized to work with top of the lowest 25% so teacher can focus on bottom 25%.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 9/5/2016 to 4/10/2017

Evidence of Completion

Schedules from paraprofessionals

Action Step 2 **5**

Certified teacher will work with a small group for LLI instruction.

Person Responsible

Pam Beasley

Schedule

Daily, from 9/12/2016 to 4/7/2017

Evidence of Completion

Attendance of students

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The reading level of students will be monitored for growth.

Person Responsible

Kimberly Meek

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

FAIR, IBTP, running records, F &P assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Strategic walk throughs during iii to monitor for fidelity of implementation of LLI.

Person Responsible

Pamela Henderson

Schedule

Weekly, from 9/19/2016 to 4/17/2017

Evidence of Completion

Evaluations and feedback slips.

G1.B4 Maintaining rigor in math 2

 B226117

G1.B4.S1 Teachers will implement a focused calendar math experience for students that focuses on academic vocabulary and concepts that need to be reinforced. 4

 S238525

Strategy Rationale

There is a lack of consistency in academic math vocabulary and expectations. Streamlining and aligning calendar math can help make math cohesive at DEA.

Action Step 1 5

teachers will attend professional development with Libby Pollett to learn how to implement calendar math.

Person Responsible

Jennifer Dettling

Schedule

Biweekly, from 11/3/2016 to 6/4/2017

Evidence of Completion

Agendas, sign in sheets, student work samples

Action Step 2 5

Teachers will participate in a walk about to observe master teachers

Person Responsible

Jennifer Dettling

Schedule

Quarterly, from 1/9/2017 to 5/22/2017

Evidence of Completion

Sign in sheets and reflections from teachers

Action Step 3 5

Parents will be invited to attend a math night that is grade level specific.

Person Responsible

Jennifer Dettling

Schedule

On 2/7/2017

Evidence of Completion

sign in sheets, pictures, parent survey.

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

Observations of teachers teaching calendar math

Person Responsible

Pam Henderson

Schedule

Biweekly, from 11/17/2014 to 6/8/2015

Evidence of Completion

Journey evaluations, feedback tickets

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

District module tests and end of year data will be analyzed to see comparison from last year.

Person Responsible

Jennifer Dettling

Schedule

Monthly, from 5/25/2015 to 6/8/2016

Evidence of Completion

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

G1.B4.S2 Grade levels will create common assessments that are aligned to the full intent of the standard and use assessment to direct instruction. 4

 S238526

Strategy Rationale

Teachers and students need to build their capacity to understand and increase their mathematical thinking in order to be successful.

Action Step 1 5

Teachers will meet frequently to examine and analyze data from common assessments.

Person Responsible

Jennifer Dettling

Schedule

Biweekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Data examination forms

Action Step 2 5

Teachers will meet weekly to plan math assessments and instruction.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Sign-in sheets from planning

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Grade chairs will keep evidence from each meeting.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Administration will join planning meetings, planning sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Grade chairs will keep evidence from each meeting.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Administration will join planning meetings, planning sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Grade chairs will keep evidence from each meeting.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Administration will join planning meetings, planning sheets.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administrator will collect data examination forms.

Person Responsible

Jennifer Dettling

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Data examination form.

G1.B4.S3 Parents will participate in an informational training and learning engagement about how to help their student with math standards. 4

 S238527

Strategy Rationale

Parents lack the knowledge of how to assist their students with Florida math standards.

Action Step 1 5

Parents will be invited to a math night focused on specific grade levels.

Person Responsible

Danielle Hippeli

Schedule

On 1/12/2017

Evidence of Completion

Sign in sheets and pictures.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Learning activity will be sent home that aligns to the math content.

Person Responsible

Danielle Hippeli

Schedule

On 1/9/2017

Evidence of Completion

Learning activities will be collected from students.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Learning activity will be sent home that aligns to the math content.

Person Responsible

Danielle Hippeli

Schedule

On 1/9/2017

Evidence of Completion

Learning activities will be collected from students.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Survey sent to parents about how they were able to use the mathematical thinking at home.

Person Responsible

Danielle Hippeli

Schedule

On 1/23/2017

Evidence of Completion



Surveys from parents.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.MA1 M315506	Observations of teachers teaching calendar math	Henderson, Pam	11/17/2014	Journey evaluations, feedback tickets	6/8/2015 biweekly
G1.B4.S1.MA1 M315505	District module tests and end of year data will be analyzed to see comparison from last year.	Dettling, Jennifer	5/25/2015	Formative and summative assessment data, state tests, FAIR, Fountas & Pinnell reading levels, IBTP data.	6/8/2016 monthly
G1.B2.S1.MA1 M315499	Increase in effective instructional strategies	Henderson, Pam	8/31/2015	Walk throughs, goal setting forms and observations	6/9/2016 weekly
G1.B1.S1.A1 A308836	Collaborative planning time during the school day, summer and after school	Henderson, Pam	8/24/2015	Agendas, Sign in sheets, collaborative planning form, unit lesson plans, meeting minutes and notes	6/30/2016 weekly
G1.B2.S2.A2 A308843	Jeanne Tribuzzi will model and coach teachers on Reader's Workshop	Dettling, Jennifer	10/18/2016	Sign in sheet	10/21/2016 one-time
G1.B4.S3.MA1 M315512	Learning activity will be sent home that aligns to the math content.	Hippeli, Danielle	1/9/2017	Learning activities will be collected from students.	1/9/2017 one-time
G1.B4.S3.MA1 M315513	Learning activity will be sent home that aligns to the math content.	Hippeli, Danielle	1/9/2017	Learning activities will be collected from students.	1/9/2017 one-time
G1.B4.S3.A1 A308851	Parents will be invited to a math night focused on specific grade levels.	Hippeli, Danielle	1/9/2017	Sign in sheets and pictures.	1/12/2017 one-time
G1.B4.S3.MA1 M315511	Survey sent to parents about how they were able to use the mathematical thinking at home.	Hippeli, Danielle	1/23/2017	Surveys from parents.	1/23/2017 one-time
G1.B4.S1.A3 A308848	Parents will be invited to attend a math night that is grade level specific.	Dettling, Jennifer	2/7/2017	sign in sheets, pictures, parent survey.	2/7/2017 one-time
G1.B3.S1.A2 A308845	Certified teacher will work with a small group for LLI instruction.	Beasley, Pam	9/12/2016	Attendance of students	4/7/2017 daily
G1.B3.S1.A1 A308844	Paraprofessionals will be utilized to work with top of the lowest 25% so teacher can focus on...	Dettling, Jennifer	9/5/2016	Schedules from paraprofessionals	4/10/2017 weekly
G1.B3.S1.MA1 M315503	Strategic walk throughs during iii to monitor for fidelity of implementation of LLI.	Henderson, Pamela	9/19/2016	Evaluations and feedback slips.	4/17/2017 weekly
G1.B4.S1.A2 A308847	Teachers will participate in a walk about to observe master teachers	Dettling, Jennifer	1/9/2017	Sign in sheets and reflections from teachers	5/22/2017 quarterly
G1.B4.S2.MA1 M315507	Administrator will collect data examination forms.	Dettling, Jennifer	8/15/2016	Data examination form.	5/25/2017 weekly
G1.B4.S2.MA1 M315508	Grade chairs will keep evidence from each meeting.	Dettling, Jennifer	8/15/2016	Administration will join planning meetings, planning sheets.	5/25/2017 weekly
G1.B4.S2.MA1 M315509	Grade chairs will keep evidence from each meeting.	Dettling, Jennifer	8/15/2016	Administration will join planning meetings, planning sheets.	5/25/2017 weekly
G1.B4.S2.MA1 M315510	Grade chairs will keep evidence from each meeting.	Dettling, Jennifer	8/15/2016	Administration will join planning meetings, planning sheets.	5/25/2017 weekly
G1.B4.S2.A1 A308849	Teachers will meet frequently to examine and analyze data from common assessments.	Dettling, Jennifer	9/15/2016	Data examination forms	5/25/2017 biweekly
G1.B4.S2.A2 A308850	Teachers will meet weekly to plan math assessments and instruction.	Dettling, Jennifer	8/15/2016	Sign-in sheets from planning	5/25/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1 M315498	Sign in sheets will be turned in and teachers will have a reflection log.	Meek, Kimberly	9/7/2016	Teachers will have a reflection log where they make an action plan, follow through, and reflect on plan.	5/31/2017 biweekly
G1.B1.S3.A1 A308840	School Teacher Leaders will conduct short in-services for teachers new to DEA on topics relevant to...	Meek, Kimberly	9/7/2016		5/31/2017 biweekly
G1.B1.S1.MA1 M315493	Grade level lesson plans will be checked and walk-throughs conducted to observe the...	Dettling, Jennifer	8/24/2016	Lesson plans, lesson plan checklists, Journey records of observations, sign in sheets, agendas	6/4/2017 weekly
G1.B4.S1.A1 A308846	teachers will attend professional development with Libby Pollett to learn how to implement calendar...	Dettling, Jennifer	11/3/2016	Agendas, sign in sheets, student work samples	6/4/2017 biweekly
G1.B1.S2.A1 A308839	Collaborative planning time responsibilities and roles	Dettling, Jennifer	9/8/2016	Agendas, Sign in sheets, lesson plans, coaching cycle schedules	6/4/2017 monthly
G1.B1.S1.MA1 M315491	Weekly leadership meetings will be held to address instruction, lesson plan feedback, and student...	Henderson, Pam	8/24/2016	Common formative assessments, ongoing assessments, district progress monitoring tools	6/5/2017 weekly
G1.B1.S3.MA1 M315497	The assistant principal will monitor the action plans.	Dettling, Jennifer	9/28/2016	Teachers have a professional development book where they keep notes from trainings. In this book is a log for teachers to create an action plan and implement the plan. There is also a section for reflection.	6/7/2017 monthly
G1.B1.S1.A2 A308837	Align teacher instruction and student practice to the common formative assessments.	Meek, Kimberly	8/24/2016	Lesson plans, weekly reading, collaborative planning form, math and data sign-in sheets and minutes/notes, CFAs	6/8/2017 weekly
G1.MA1 M315520	Administration will observe trend data in teacher performance.	Henderson, Pam	8/24/2016	Journey, lesson plans, collaborative planning form, lesson plan check data form,	6/9/2017 monthly
G1.B1.S1.MA2 M315494	Data meetings will focus on student achievement, to include students in need of remediation.	Henderson, Pam	8/24/2016	Weekly data meeting sign-in sheets and minutes and notes, coaches logs, ESE plans and logs, progress monitoring, IBTP data, STAR data, F & P data, FAIR data, weekly reading assessments	6/9/2017 weekly
G1.B2.S1.MA1 M315500	Coaching logs turned into Administration	Henderson, Pam	8/31/2016	Coaching Logs, Journeys	6/9/2017 monthly
G1.B2.S1.A1 A308841	Work with teachers as needed implementing the coaching cycle.	Meek, Kimberly	8/31/2016	Coaches Log	6/9/2017 monthly
G1.B3.S1.MA1 M315504	The reading level of students will be monitored for growth.	Meek, Kimberly	9/5/2016	FAIR, IBTP, running records, F & P assessments	6/9/2017 quarterly
G1.B1.S2.MA1 M315495	Increased effective standards based instruction and instructional delivery in all subjects.	Dettling, Jennifer	8/15/2016	Classroom walk-through data and student achievement data	6/9/2017 monthly
G1.B1.S2.MA1 M315496	Observing and participate in collaborative planning time to ensure teacher roles and...		8/15/2016	Teachers provide written responsibilities for common planning time. Unit planning framework and Unit Lesson Plans. A form has been developed for teachers to note planning time ideas and daily tasks.	6/9/2017 one-time
G1.B2.S2.MA1 M315501	Administration will walk-through classrooms and provide feedback.	Henderson, Pamela	9/14/2016	Journey observations, classroom walkthrough forms, and comment cards	6/9/2017 quarterly
G1.B2.S2.MA1 M315502	Teachers will turn in an individual plan of action to document the observation.	Meek, Kimberly	9/14/2016	Plans of action, schedules, agendas and sign-in sheets	6/9/2017 one-time
G1.B2.S2.A1 A308842	Teachers will observe peer teachers to improve instructional delivery across grade levels.	Dettling, Jennifer	10/1/2016	Sign in sheets and PD book with reflection	6/9/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA5  M315492	Administrative walkthroughs will be conducted and assign coaches to work with instructional staff.	Henderson, Pam	8/24/2015	Journey, coaches logs, observation documentation	6/10/2017 daily
G1.B1.S1.A3  A308838	Teachers will preplan by reviewing the standard, participate by responding to the standard, and...	Dettling, Jennifer	8/24/2016	OneNote will be used to document teacher, coach, and administration participation.	6/30/2017 weekly

V. 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, including differentiated instruction.

G1.B1 Assimilating new staff into an understanding of standards and instructional delivery

G1.B1.S3 Teaching Wednesdays (a bi-weekly new DEA teacher meeting) will be provided to all new staff members on relevant topics.

PD Opportunity 1

School Teacher Leaders will conduct short in-services for teachers new to DEA on topics relevant to new staff.

Facilitator

Teacher Leaders

Participants

New Staff Members

Schedule

Biweekly, from 9/7/2016 to 5/31/2017

G1.B2 Implementing reading curriculum with fidelity

G1.B2.S1 Coaching Cycle

PD Opportunity 1

Work with teachers as needed implementing the coaching cycle.

Facilitator

Meek and District New Teacher Mentor

Participants

Classroom teachers

Schedule

Monthly, from 8/31/2016 to 6/9/2017

G1.B2.S2 Peer observations

PD Opportunity 1

Jeanne Tribuzzi will model and coach teachers on Reader's Workshop

Facilitator

Jeanne Tribuzzi

Participants

K-4 Teachers

Schedule

On 10/21/2016

G1.B4 Maintaining rigor in math

G1.B4.S1 Teachers will implement a focused calendar math experience for students that focuses on academic vocabulary and concepts that need to be reinforced.

PD Opportunity 1

teachers will attend professional development with Libby Pollett to learn how to implement calendar math.

Facilitator

Libby Pollett

Participants

K-4 Teacher

Schedule

Biweekly, from 11/3/2016 to 6/4/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Collaborative planning time during the school day, summer and after school				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other Federal		\$20,000.00
			Notes: MSAP funding to pay teachers to plan with grade levels in June and after school in August and September.			
2	G1.B1.S1.A2	Align teacher instruction and student practice to the common formative assessments.				\$0.00
3	G1.B1.S1.A3	Teachers will preplan by reviewing the standard, participate by responding to the standard, and gather resources.				\$0.00
4	G1.B1.S2.A1	Collaborative planning time responsibilities and roles				\$0.00
5	G1.B1.S3.A1	School Teacher Leaders will conduct short in-services for teachers new to DEA on topics relevant to new staff.				\$0.00
6	G1.B2.S1.A1	Work with teachers as needed implementing the coaching cycle.				\$0.00
7	G1.B2.S2.A1	Teachers will observe peer teachers to improve instructional delivery across grade levels.				\$0.00
8	G1.B2.S2.A2	Jeanne Tribuzzi will model and coach teachers on Reader's Workshop				\$0.00
9	G1.B3.S1.A1	Paraprofessionals will be utilized to work with top of the lowest 25% so teacher can focus on bottom 25%.				\$0.00
10	G1.B3.S1.A2	Certified teacher will work with a small group for LLI instruction.				\$0.00
11	G1.B4.S1.A1	teachers will attend professional development with Libby Pollett to learn how to implement calendar math.				\$0.00
12	G1.B4.S1.A2	Teachers will participate in a walk about to observe master teachers				\$0.00
13	G1.B4.S1.A3	Parents will be invited to attend a math night that is grade level specific.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000		1781 - Dundee Elementary Academy	Title I, Part A		\$150.00
14	G1.B4.S2.A1	Teachers will meet frequently to examine and analyze data from common assessments.				\$0.00
15	G1.B4.S2.A2	Teachers will meet weekly to plan math assessments and instruction.				\$0.00
16	G1.B4.S3.A1	Parents will be invited to a math night focused on specific grade levels.				\$0.00
Total:						\$20,150.00