Dune Lakes Elementary School

2020-21 Schoolwide Improvement Plan

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Dune Lakes Elementary School

6565 US HIGHWAY 98 E, Santa Rosa Beach, FL 32459

https://www.walton.k12.fl.us/2019/6/dune-lakes-elementary-school

Demographics

Principal: Carrie Chavers

Start Date for this Principal: 6/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: C (52%) 2016-17: A (64%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Walton County School Board on 9/22/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	27%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	A

School Board Approval

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

By living our Character Pledge, we will educate with passion, inspire pride of self, and cultivate meaningful relationships with our students and families, staff, and community.

Provide the school's vision statement.

To inspire personal responsibility, civic duty, and a passion for lifelong learning.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Chavers, Carrie	Principal	Mrs. Chavers serves as the Principal of Dune Lakes Elementary supporting the mission, vision and educational leadership of the school. As the school leader, she will support and hold accountable staff for the implementation of the School Improvement Plan which is school specific, data-driven, and serves as a blueprint for strategies that result in student learning.
Nick, Jennifer	Assistant Principal	Mrs. Nick serves as the Assistant Principal at Dune Lakes Elementary School. She supports professional development, school discipline, attendance, and instructional staff that results in student learning. She leads the safety committee and sits on the School Advisory Council.
Gil, Nicole	Teacher, K-12	Nicole Gil is a SIP Chair for Dune Lakes Elementary School, she is also a SAC team member.
Lessig, Melissa	Teacher, K-12	Melissa Lessig is a SIP Chair for Dune Lakes Elementary.

Demographic Information

Principal start date
Monday 6/1/2020, Carrie Chavers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: C (52%) 2016-17: A (64%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	121	129	115	142	133	108	0	0	0	0	0	0	0	748
Attendance below 90 percent	0	17	22	12	13	6	0	0	0	0	0	0	0	70
One or more suspensions	0	1	0	1	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	1	0	4	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/27/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	12	18	9	8	6	0	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	0	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	2	4	3	3	1	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	12	18	9	8	6	0	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	0	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	2	4	3	3	1	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	83%	66%	57%	84%	64%	55%
ELA Learning Gains	79%	65%	58%	63%	52%	57%
ELA Lowest 25th Percentile	68%	59%	53%	50%	41%	52%
Math Achievement	81%	64%	63%	84%	70%	61%
Math Learning Gains	73%	62%	62%	54%	55%	61%
Math Lowest 25th Percentile	73%	48%	51%	50%	41%	51%
Science Achievement	0%	64%	53%	0%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	78%	66%	12%	58%	20%
	2018	83%	66%	17%	57%	26%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	80%	64%	16%	58%	22%
	2018	69%	64%	5%	56%	13%
Same Grade Comparison		11%				
Cohort Comparison		-3%				
05	2019					
	2018					
Cohort Comparison		-69%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	71%	65%	6%	62%	9%
	2018	80%	68%	12%	62%	18%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	82%	65%	17%	64%	18%
	2018	72%	66%	6%	62%	10%
Same Grade Comparison		10%				
Cohort Comparison		2%				
05	2019					
	2018					
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	54	71		54	73	83					
ELL	33			31							
HSP	58	80		45	73						
MUL	100			100							
WHT	85	78	60	84	73	62					
FRL	56	55		63	58						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39			44							
ELL	18			27							
HSP	25			25							
WHT	83	49	29	83	55	47					
FRL	66	43		58	38						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	53			50							
HSP	63			63							
WHT	87	65	50	85	54	50					
FRL	69	60		72	30						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	100
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

As of the third STAR administration in 2019-20, 5th grade math showed the lowest percentage of lowest-quartile students being on track to make learning gains at 22%. Fifth grade was a newly added grade to Dune Lakes Elementary. There were many changes including a new building and new teachers. Expectations were not clear and teachers were not given as much guidance as needed to read, interpret and use data to make instructional changes.

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

As of the third STAR administration in 2019-20, the learning gains for 4th grade ELA lowest quartile declined the greatest amount. In 2018-2019, 4th grade students were projected to have 75% learning gains for the lowest quartile. This year the 4th grade students were only projected to have 16% learning gains. There were many changes including a new building and new teachers. Expectations were not clear and teachers were not given as much guidance as needed to read, interpret and use data to make instructional changes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

As of the third STAR administration in 2019-20, the greatest gap in STAR data when compared to the previous state average was the math gains of the lowest quartile. Math curriculum was not followed with fidelity. Grade 5 was added to the building. Lessons were not paced at a level to provide rigor for all students. Interventions were not provided consistently.

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

As of the third STAR administration in 2019-20, overall 5th grade ELA achievement increased from 68% proficient to 74% proficient. Teachers utilized various resources to provided needed interventions for students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When reflecting on the EWS data from Part 1, two areas of concern are the number of students scoring a 1 in grade 5. Students will attendance below 90% in grades 1-4 is also a concern.

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

1. Increase math growth of all students
2. Increase math gains of all students
3. Increase ELA growth of all students
4. Increase ELA gains of all students
5. Increasing academic expectations for all students within the grade-level standards

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In the 2020-2021 school year we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and level 2 students will be on pace to earn a learning gain. Based on the third STAR administration in 2019-2020, students in grade 5 were not on pace to learn a year's material in a year's time. In addition only 58% of fifth grade students in the lowest quartile made learning gains.
Measurable Outcome:	By the final administration of STAR in 2020-2021, 80% of all fifth grade students will be on pace to learn a year's material in a year's time. STAR-2: 52% of all students on pace to learn a year's material in a year's time STAR-3: 66% of all students on pace to learn a year's material in a year's time STAR-4: 80% of all students on pace to learn a year's material in a year's time By the final administration of STAR in 2020-2021, 80% of level 1 and 2 students in fifth grade will be on pace to earn a learning gain. STAR-2: 40% of level 1 and 2 students on pace to earn a learning gain STAR-3: 60% of level 1 and 2 students on pace to earn a learning gain STAR-4: 80% of level 1 and 2 students on pace to earn a learning gain
Person responsible for monitoring outcome:	Carrie Chavers (chaversc@walton.k12.fl.us)
Evidence-based Strategy:	Strategies will include implementation of Pearson ReadyGen curriculum with fidelity. Tier 2 and Tier 3 instruction will be intentionally scheduled and implemented purposefully with fidelity utilizing STAR data and formative assessments.
Rationale for Evidence-based Strategy:	Pearson ReadyGen is a research based, standards aligned curriculum that is district approved. All resources used will be resource based and address areas including but not limiting to phonics, decoding, fluency, and comprehension. Tier 2 and 3 instruction will provide the skills and knowledge to students who need to close the achievement to be performing on grade level.

Action Steps to Implement

1. Principal will clarify expectations for Tier 1, Tier 2, and Tier 3 instruction.
2. Data binders will be created and maintained by teachers to track STAR data to create intervention groups and determine needs of the students.
3. Weekly teacher collaboration and planning.
4. Grades K-2 will use Phonics First. Grades 3-5 will use Structures.
5. Identified students will receive 30 minutes of Tier 2 support by teachers and instructional aides.
6. Identified students will receive 30 minutes of Tier 3 support by teachers and instructional aides.
7. Teachers will participate in a school wide PLC in intentional planning, standards based instruction, meaningful assignments, and grading.
8. DLE will host a Family Read night to promote literacy.

Person Responsible	Carrie Chavers (chaversc@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In the 2020-2021 school year we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and level 2 students will be on pace to earn a learning gain. Based on the third STAR administration in 2019-2020 students in grade 5 were not on pace to learn a year's material in a year's time. In addition 38% of fifth grade students in the lowest quartile made learning gains.
Measurable Outcome:	By the final administration of STAR in 2020-2021, 80% of all fifth grade students will be on pace to learn a year's material in a year's time. STAR-2: 52% of all students on pace to learn a year's material in a year's time STAR-3: 66% of all students on pace to learn a year's material in a year's time STAR-4: 80% of all students on pace to learn a year's material in a year's time By the final administration of STAR in 2020-2021, 80% of level 1 and 2 students in fifth grade will be on pace to earn a learning gain. STAR-2: 40% of level 1 and 2 students on pace to earn a learning gain STAR-3: 60% of level 1 and 2 students on pace to earn a learning gain STAR-4: 80% of level 1 and 2 students on pace to earn a learning gain
Person responsible for monitoring outcome:	Carrie Chavers (chaversc@walton.k12.fl.us)
Evidence-based Strategy:	Strategies will include implementation of Eureka Math materials with fidelity. Small group instruction will be implemented during the Math block.
Rationale for Evidence-based Strategy:	Eureka Math is a research based, standards aligned curriculum that is district approved. Small group instruction will allow teachers to meet the needs of all diverse learners.

Action Steps to Implement

1. Principal will clarify expectations for Tier 1 on grade level small groups.
2. Data binders will be created and maintained to track STAR data to create intervention groups and determine needs of the students.
3. Weekly teacher collaboration and planning.
4. Teachers will participate in a school wide PLC in intentional planning, standards based instruction, meaningful assignments, and grading.
5. Teachers will be aware of and utilize additional resources including Khan Academy.
6. Teachers will plan and implement bell to bell instruction.

Person Responsible	Carrie Chavers (chaversc@walton.k12.fl.us)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	We have had an increase in our ELL population and our ELL students continue to perform below their peers. This subgroup has been identified by ESSA.
Measurable Outcome:	To increase our ESSA ELL subgroup scores from 39% to 42%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Based on WIDA Tiers, ELL students will receive support from an ESOL teacher in ELA.
Rationale for Evidence-based Strategy:	ESOL students will be placed with their English speaking peers in general education classrooms. It is important that they also receive targeted differentiated instruction based on their language needs. Students will receive daily support provided by an ESOL teacher or qualified interventionist.

Action Steps to Implement

1. New ESOL Program will be implemented utilizing an ESOL teacher.
2. Data binders will be created and maintained to track STAR data to create intervention groups and determine needs of the students.
3. Teachers will participate in a school wide PLC in intentional planning, standards based instruction, meaningful assignments, and grading.
4. Teacher identified students will receive an additional 30 minutes of Tier 2 and 3 support.
5. We will host a minimum of one ELL/Hispanic Family night.
6. We will purchase decodable texts with high interest low readability.

Person Responsible   Carrie Chavers (chaversc@walton.k12.fl.us)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Sanford Harmony gives teachers the tools to build trust, encourage problem-solving, and establish a positive learning environment. School closures and stay-at-home orders have emphasized how important teachers and school resources are to the well-being of their students.
Measurable Outcome:	During the 2020-2021 school year all teachers will implement a social-emotional curriculum called Sanford Harmony.
Person responsible for monitoring outcome:	Carrie Chavers (chaversc@walton.k12.fl.us)
Evidence-based Strategy:	We will implement Sanford Harmony curriculum to support the social- emotional learning of students. We will utilize a referral form that follows this program.
Rationale for Evidence-based Strategy:	A social-emotional curriculum is needed to support the development of the whole child.

Action Steps to Implement

1. All K-5 teachers will receive Sanford Harmony training during pre-planning.
2. Each teacher will implement Sanford Harmony for 10 minutes daily.
3. Administration will observe Sanford Harmony lessons at least one time a week.
4. Attendance and discipline data will be reviewed in comparison to Sanford Harmony lessons.

Person Responsible	Carrie Chavers (chaversc@walton.k12.fl.us)

#5. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	A critical part of a child's education is the involvement of their caregiver. By engaging, educating, and empowering our students' caregivers we will ensure a stable bridge between their two worlds.
Measurable Outcome:	During the 2020-2021 school year we will have 35% of our ELL parents attend at least one school function.
Person responsible for monitoring outcome:	Carrie Chavers (chaversc@walton.k12.fl.us)
Evidence-based Strategy:	We are going to create a Hispanic family group supported by our ESOL teacher and ELL aides. This family group will engage, educate, and empower parents so that they may communicate effectively their needs with the teachers and the school.
Rationale for Evidence-based Strategy:	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education.

Action Steps to Implement

1. We will create and administer a survey to determine the needs of families (parents and students).
2. Teacher lead committees will host a variety of family events to engage caregivers.
3. Dune Lakes will have resources available on campus to educate parents in their own pursuit of knowledge.
4. Our staff will empower our caregivers by continuously maintaining a clear line of communication to ensure their child's academic success.
5. Parent involvement will be tracked through Raptor.

Person Responsible   Carrie Chavers (chaversc@walton.k12.fl.us)

#6. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Professional Learning Communities (PLCs) allow educators the opportunity to directly improve teaching and learning. PLCs will provide direction and guidance along with a basis for assessing both the current reality of school and potential strategies, programs, and procedures to improve upon that reality.
Measurable Outcome:	During the 2020-2021 school year, 100% of DLE teachers will be enrolled and actively participating in a PLC.
Person responsible for monitoring outcome:	Carrie Chavers (chaversc@walton.k12.fl.us)
Evidence-based Strategy:	Dune Lakes Elementary will implement a school wide PLC for the 2020-2021 school year.
Rationale for Evidence-based Strategy:	PLC's are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge and skills. A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. The very essence of a learning community is a focus on and a commitment to the learning of each student.

Action Steps to Implement

1. Principal will clarify PLC expectations during pre-planning.
2. PLCs will be scheduled twice a month to meet during grade level planning times.
3. Teachers will be provided with initial training on creating and maintaining data binders.
4. Teachers will be provided with training in data driven instruction, questioning, student feedback, and standard and task alignment.
5. Teachers will participate in a school wide PLC focused on data driven decision making.
6. Teachers will collaborate, reflect, and adjust instruction based on student need.
7. Teachers will utilize Microsoft Teams to complete PLC requirements.

Person Responsible	Carrie Chavers (chaversc@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

This year Dune Lakes Elementary is focusing on relationships, rigor and results. Our first area of focus is relationships. This includes relationships with our faculty and staff, our students, our families and our community. We are striving to create a caring, loving and engaging environment where all families and community members feel welcome. We encourage all families to be part of our school and help us improve each day.

By living our Character Pledge, we will educate with passion, inspire pride of self, and cultivate meaningful relationships with our students and families, staff, and community.

Our vision is to inspire personal responsibility, civic duty, and a passion for lifelong learning.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0154 - Dune Lakes Elementary School	School Improvement Funds		$500.00
			Notes: Family Reading night supplies, materials, and resources.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$200.00
			Notes: Supplies to create and maintain data binders.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$800.00
			Notes: Structures curriculum for grades 3-5			
2	III.A.	Areas of Focus: Instructional Practice: Math				$1,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,000.00
	Notes: Math manipulatives to enhance small group instruction.					
3	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**				**$2,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0154 - Dune Lakes Elementary School	School Improvement Funds		$2,000.00
	Notes: Frog publication bilingual games to be used checked out for at home use.					
			0154 - Dune Lakes Elementary School	School Improvement Funds		$300.00
	Notes: High Noon books with be purchased for our ELLs. They have high interest and low readability.					
			0154 - Dune Lakes Elementary School	School Improvement Funds		$500.00
	Notes: Bilingual books to promote literacy and language acquisition.					
4	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$1,570.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,570.00
	Notes: Postcards and postage for mailing two positive notes home for each child.					
5	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,000.00
	Notes: Parental needs- Rosetta Stone, supplies					
6	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
					Total:	**$7,870.00**