

Walton County School District

Dune Lakes Elementary School



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/5/2021.

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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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>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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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	Position 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 classroom teacher, the SIP Chair for Dune Lakes Elementary School, and is a SAC team member.
Lessig, Melissa	Teacher, K-12	Grade Level Chair- First
Blount, Debbie	Teacher, K-12	Grade Level Chair- Kindergarten
Tarnell, Julie	Teacher, K-12	Grade Level Chair- Second
King, Rebecca	Teacher, K-12	Special Area Chair
Bayer, Candace	Teacher, K-12	Ms. Bayer is the ESOL teacher at 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.*

2

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.*

5

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

925

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data**Early Warning Systems****2021-22**

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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	37	21	15	24	28	14	0	0	0	0	0	0	0	139	
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	13	21	0	0	0	0	0	0	0	39	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	11	15	0	0	0	0	0	0	0	30	
Number of students with a substantial reading deficiency	0	0	0	5	13	21	0	0	0	0	0	0	0	39	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	4	0	8	2	1	0	0	0	0	0	0	0	21
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

Tuesday 8/31/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				83%	66%	57%	77%	63%	56%
ELA Learning Gains				79%	65%	58%	47%	52%	55%
ELA Lowest 25th Percentile				68%	59%	53%	20%	41%	48%
Math Achievement				81%	64%	63%	78%	65%	62%
Math Learning Gains				73%	62%	62%	52%	54%	59%
Math Lowest 25th Percentile				73%	48%	51%	38%	43%	47%
Science Achievement					64%	53%		58%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	66%	12%	58%	20%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-78%				
05	2021					
	2019					
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	65%	6%	62%	9%
Cohort Comparison						
04	2021					
	2019	82%	65%	17%	64%	18%
Cohort Comparison		-71%				
05	2021					
	2019					
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR test using 50 PR as benchmark. Fall test was in Aug./Sept. Winter was in Oct. and Spring was in Feb.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	62%	64%
	Economically Disadvantaged	28%	46%	56%
	Students With Disabilities	27%	50%	50%
	English Language Learners	9%	33%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	69%	71%
	Economically Disadvantaged	44%	63%	67%
	Students With Disabilities	20%	69%	56%
	English Language Learners	27%	50%	58%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62%	70%	74%
	Economically Disadvantaged	38%	47%	55%
	Students With Disabilities	17%	43%	63%
	English Language Learners	18%	24%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	54%	61%
	Economically Disadvantaged	28%	34%	41%
	Students With Disabilities	67%	57%	63%
	English Language Learners	12%	18%	24%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	72%	68%
	Economically Disadvantaged	21%	43%	42%
	Students With Disabilities	18%	45%	45%
	English Language Learners	6%	6%	11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55%	73%	71%
	Economically Disadvantaged	24%	31%	42%
	Students With Disabilities	18%	41%	45%
	English Language Learners	6%	11%	21%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	60%	67%
	Economically Disadvantaged	29%	38%	37%
	Students With Disabilities	14%	23%	33%
	English Language Learners	5%	5%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45%	61%	64%
	Economically Disadvantaged	16%	33%	38%
	Students With Disabilities	29%	36%	41%
	English Language Learners	5%	20%	15%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59%	64%	69%
	Economically Disadvantaged	28%	38%	39%
	Students With Disabilities	33%	22%	30%
	English Language Learners	0%	8%	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	64%	62%
	Economically Disadvantaged	20%	38%	32%
	Students With Disabilities	11%	22%	30%
	English Language Learners	0%	17%	8%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	48%	74%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	40	58		65	100		50				
ELL	18	55		31	82		30				
HSP	35	50	45	43	78	75	47				
MUL	80			80							
WHT	79	75		85	88		84				
FRL	53	73	64	52	86	80	63				
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							

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
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						

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on STAR, overall data in math is increasing. Scores in all grade levels and subgroups grew in math with the exception of 2nd grade ELL students where we see a slight decrease from AP1 to AP3. In ELA many students are increasing in proficiency and in learning gains but not at the rate math is growing. SWD in ELA in grades K-3 doubled in growth from AP1 to AP2. In grade 4 SWD grew but at a slower rate that increased throughout the year. In grade 5 SWD decreased in ELA growth. Overall, ELL students are growing, but again, it is a slower rate that other subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

From the 2021 state assessments, ELA proficiency has decreased from the previous assessments in 2019. Although 68% of students in grade 3 were proficient, this is 10% decrease from previous assessments. Also, learning gains in ELA need improvement.

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

Our population has increased dramatically since 2019 when the school was Bay Elementary School. There are many new staff members and a new principal. In the 2020-21 school year, we were also effected by COVID-19.

Overall Tier 1 instruction must improve to increase proficiency levels. Small group instruction must meet the needs of students and be intentional. For Tier 2 and Tier 3 students, more consistent instruction and remediation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement was seen in 5th grade math proficiency and learning gains. This includes the number of students scoring a level 5.

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

Teachers of 5th grade math included consistent small group instruction not only to meet deficiencies in learning, but they also included instructional techniques to enhance and challenge students. These teachers also used Achievement Level Descriptors to guide their instruction and their materials. Students used the ALDs to rate their learning and to provide a pathway to know where to grow and learn in math.

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

All teachers will incorporate the use of ALDs in ELA and math. In ELA ALDs were provided by the district. ELA small group instruction will be tailored to meet the needs of all students using Pearson ReadyGEN and other research based materials. MyPath will be used to accelerate learning in Tier 2. Teachers will enhance their use of small group instruction in math.

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

Teachers will receive training on MyPath to provided customized instruction to students. PLCs will focus on using data to drive instruction and to create purposeful and meaningful lessons in both whole group and small group. The school will continue to find PD to enhance ELL learning.

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

Literacy coach is supporting the school twice a week. The math coach, a former teacher of the school, is supporting the school once a week. This is more support than in previous years.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	In the 2021-2022 school year we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus areas 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 2020-2021, 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 2021-2022, 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
Monitoring:	The STAR assessment will be used to monitor progress using the percentile ranks along with LETRS and PAST test scores, classroom grades, DFAs and formative assessments.
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 consistently using research based materials with fidelity utilizing STAR data and formative assessments. Tier 2 and 3 instruction will be based on student needs using various data points. Teachers will also implement the use of ALDS in all grade levels to provide a path for students to move to higher levels of growth.
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 gap to be performing on grade level. Resources used will come from the district's progress monitoring guide based on student need.

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 to provide foundational phonics instruction.
5. Identified students will receive 30 minutes of Tier 2 support by teachers and instructional aides using researched based materials.
6. Identified students will receive 30 minutes of Tier 3 support by teachers using research based materials.
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 (if COVID permits).

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In the 2021-2022 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 2020-2021 students in grade 5 were on pace to learn a year's material in a year's time. In addition 73% of fifth grade students in the lowest quartile made learning gains.
Measurable Outcome:	By the final administration of STAR in 2021-2022, 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 2021-2022, 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
Monitoring:	The STAR assessment will be used to monitor progress along with Eureka quizzes and assessments.
Person responsible for monitoring outcome:	Jennifer Nick (nickj@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. Teacher will use ALDs to assist students in identifying their current level of performance and to know what steps are needed to move to the next level.
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 utilize additional resources including Khan Academy to enhance and challenge students.
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%.

Monitoring: STAR data will be tracked and monitored.

Person responsible for monitoring outcome: Carrie Chavers (chaversc@walton.k12.fl.us)

Evidence-based Strategy: Based on WIDA Tiers, ELL students will receive support from an ESOL teacher in ELA. Teachers will also use "CAN DO" charts to provide appropriate scaffolds to students.

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. 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 (as permitted by COVID).
6. We will purchase decodable texts with high interest low readability.

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

#4. 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 2021-2022 school year, 100% of DLE teachers will be enrolled and actively participating in a PLC.

Monitoring: Administration and PLC leaders will monitor teacher participation and utilize Microsoft Teams.

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 2021-2022 school year focusing on data driven instruction. Every two weeks teachers will meet to discuss lessons, student progress and needed changes for instruction.

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)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Capturing Kids' Hearts shows teachers how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. School closures and stay-at-home orders have emphasized how important teachers and schools are to the well-being of students.

Measurable Outcome: During the 2021-2022 school year all teachers will implement this research-based processes

Monitoring: Every classroom will create a social contract and hold each other accountable.

Person responsible for monitoring outcome: Carrie Chavers (chaversc@walton.k12.fl.us)

Evidence-based Strategy: We will implement Capturing Kids' Hearts to improve the five key indicators of school performance. This will support the social- emotional learning, growth, and awareness.

Rationale for Evidence-based Strategy: This research-based processes improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

Action Steps to Implement

1. All K-5 teachers will discuss and review CKH during pre-planning.
2. Administration will observe the CKH process.
3. Attendance and discipline data will be reviewed in comparison to Sanford Harmony lessons.
4. Monthly character traits will be identified each month. Lessons will be provided to teachers to reinforce the character traits.

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

#6. 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 2021-2022 school year we will have 35% of our ELL parents attend at least one school function.
Monitoring:	We will use our visitor monitoring system "Raptor" to track parental involvement.
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.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Previous data showed battery as discipline issue at the school. Last year there were no issues with battery. However, altercation data was the highest level of discipline referrals. This included students putting their hands on another student (pushing, shoving). Using social contracts and mini-lessons, students will provided more information on how to handle conflict without getting physical. The school will award PBIS rewards for classes without issues each nine weeks.

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.

This year Dune Lakes Elementary is continuing to focus 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.

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

Dune Lakes Elementary School staff -creating safe, positive learning environments where students can learn using Capturing Kids Hearts, social contracts, and classroom expectations. Teachers will check in with students daily to determine an overall feel for the classroom and the needs of students. Students - will follow rules and procedures from the WCSD Code of Conduct and DLE Student Handbook. Students will participate in creating a classroom social contract. Parents - Parents are invited to volunteer in classrooms. They will be provided with a weekly newsletter keeping them informed of what is happening at school to reinforce skills and areas of focus at home.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$500.00

			<i>Notes: Family Reading night supplies, materials, and resources.</i>			
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$1,500.00
			<i>Notes: High interest, decodable reader sets.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Math manipulatives to enhance small group instruction.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: High Noon books with be purchased for our ELLs. They have high interest and low readability.</i>			
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Bilingual books to promote literacy and language acquisition.</i>			
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Flashcards for newcomers.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0154 - Dune Lakes Elementary School			\$500.00
			<i>Notes: Needed professional development materials such as professional books, paper for ALDs</i>			
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$1,500.00
			<i>Notes: Send three staff members to Capturing Kids' Heart training.</i>			
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0154 - Dune Lakes Elementary School	School Improvement Funds		\$400.00

	<i>Notes: Items for Parent Night and Survey; resources for families such as games, instructional materials</i>	
Total:		\$7,900.00