

Polk County Public Schools

Dundee Elementary Academy



2021-22 Schoolwide Improvement Plan

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Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

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

Demographics

Principal: Lana Tatom

Start Date for this Principal: 7/23/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (45%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 is pending approval by the Polk County School Board.

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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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

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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.

Mission: Through shared values, Dundee Elementary Academy provides a transdisciplinary inquiry-based education that builds the foundations for further learning and for contributing to our increasingly global society.

Shared Values:

Agency: We have voice and choice in our learning

Action: We apply our learning in order to impact others both near and far.

IB Learner Profile: Our interactions are guided by the attributes of being: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective.

Internationalism: We embrace the diversity of our school, community, and world as well as what all individuals or cultures contribute.

Respect: We build relationships with each other based on trust, safety, and well-being.

Responsibility: We act with integrity and honesty in all things we do.

Provide the school's vision statement.

Vision: We are agents of change in our community and nation to become a world class school.

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
Crosthwaite, Monica	Assistant Principal	
Headley, Lana	Principal	
Hulsey, Gail	Other	
Meek, Kimberly	Reading Coach	
Smith, Kaili	Instructional Coach	
Pope, Amanda	Teacher, K-12	
Carns, Michelle	School Counselor	
Rodriguez, Keila	Teacher, ESE	
Daniels, Phillip	Teacher, K-12	

Demographic Information

Principal start date

Sunday 7/23/2017, Lana Tatom

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.*

1

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.*

0

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

627

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.

10

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	100	97	98	105	106	101	0	0	0	0	0	0	0	607
Attendance below 90 percent	11	18	12	11	7	12	0	0	0	0	0	0	0	71
One or more suspensions	0	1	0	1	2	1	0	0	0	0	0	0	0	5
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	8	4	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	14	12	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	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	4	8	0	0	0	0	0	0	0	12

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	2	1	0	7	1	0	0	0	0	0	0	0	0	11
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

Wednesday 6/23/2021

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	102	105	102	108	99	102	0	0	0	0	0	0	0	618
Attendance below 90 percent	13	10	2	4	6	3	0	0	0	0	0	0	0	38
One or more suspensions	1	0	2	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	11	3	7	14	6	9	0	0	0	0	0	0	0	50
Course failure in Math	6	3	9	5	6	7	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide ELA assessment	0	0	0	8	4	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	4	14	12	0	0	0	0	0	0	0	30
STAR Reading Level 1 Dec	0	0	0	8	6	9	0	0	0	0	0	0	0	23
STAR Math Level 1 Dec	0	0	0	4	8	12	0	0	0	0	0	0	0	24

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	7	3	8	9	11	14	0	0	0	0	0	0	0	52

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	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	102	105	102	108	99	102	0	0	0	0	0	0	0	618
Attendance below 90 percent	13	10	2	4	6	3	0	0	0	0	0	0	0	38
One or more suspensions	1	0	2	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	11	3	7	14	6	9	0	0	0	0	0	0	0	50
Course failure in Math	6	3	9	5	6	7	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide ELA assessment	0	0	0	8	4	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	4	14	12	0	0	0	0	0	0	0	30
STAR Reading Level 1 Dec	0	0	0	8	6	9	0	0	0	0	0	0	0	23
STAR Math Level 1 Dec	0	0	0	4	8	12	0	0	0	0	0	0	0	24

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	7	3	8	9	11	14	0	0	0	0	0	0	0	52

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	2	1	1	1	0	0	0	0	0	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1	

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				60%	51%	57%	49%	50%	56%
ELA Learning Gains				53%	51%	58%	53%	51%	55%
ELA Lowest 25th Percentile				51%	49%	53%	46%	45%	48%
Math Achievement				62%	57%	63%	57%	58%	62%
Math Learning Gains				61%	56%	62%	49%	56%	59%
Math Lowest 25th Percentile				57%	47%	51%	17%	44%	47%
Science Achievement				43%	47%	53%		53%	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	68%	52%	16%	58%	10%
Cohort Comparison						
04	2021					
	2019	51%	48%	3%	58%	-7%
Cohort Comparison		-68%				
05	2021					
	2019	62%	47%	15%	56%	6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	56%	9%	62%	3%
Cohort Comparison						
04	2021					
	2019	63%	56%	7%	64%	-1%
Cohort Comparison		-65%				
05	2021					
	2019	60%	51%	9%	60%	0%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	45%	-1%	53%	-9%
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 Early Literacy for K-2
 Star Reading 1-5
 Star Math 1-5

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	85	83
	Economically Disadvantaged	63	84	60
	Students With Disabilities	20	33	33
	English Language Learners	29	83	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81	87	76
	Economically Disadvantaged	77	81	65
	Students With Disabilities	34	42	31
	English Language Learners	23	46	33
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80	84	84
	Economically Disadvantaged	78	76	75
	Students With Disabilities	N/A	42	63
	English Language Learners	71	43	59
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	74	84
	Economically Disadvantaged	72	83	72
	Students With Disabilities	43	57	35
	English Language Learners	63	54	72

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	73	68
	Economically Disadvantaged	74	69	64
	Students With Disabilities	17	N/A	17
	English Language Learners	16	26	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79	79	74
	Economically Disadvantaged	80	77	57
	Students With Disabilities	50	50	83
	English Language Learners	76	75	29
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	58	46
	Economically Disadvantaged	54	57	44
	Students With Disabilities	17	N/A	17
	English Language Learners	16	26	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	63	58
	Economically Disadvantaged	53	55	51
	Students With Disabilities	0	0	0
	English Language Learners	33	43	17

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	58	57
	Economically Disadvantaged	59	63	51
	Students With Disabilities	29	14	50
	English Language Learners	48	31	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	66	69
	Economically Disadvantaged	53	59	65
	Students With Disabilities	43	57	57
	English Language Learners	63	54	36
	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	86	81
Science	Economically Disadvantaged	43	85	76
	Students With Disabilities	57	71	63
	English Language Learners	11	55	38
	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	86	81
	Economically Disadvantaged	43	85	76

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	26	55		39	45						
ELL	46	48	38	43	45	18	20				
BLK	41	33		37	13		6				
HSP	55	46	42	48	44	25	37				
WHT	65	50		61	35		61				
FRL	57	40	38	51	40	27	34				
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	13	6		21	33	45					
ELL	43	42	43	57	68	75	26				
BLK	66	57		55	51	40	48				
HSP	48	46	47	59	63	65	29				

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	73	59	62	73	66	62	61				
FRL	51	47	45	54	57	56	29				
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	19			19							
ELL	27	27	41	53	40	10					
BLK	62	81		60	57						
HSP	36	35	42	51	41	8					
WHT	64	66		66	59						
FRL	44	51	50	54	45	17					

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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	41
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?

Trends continue to show a dip in scores from 3rd grade to 4th grade especially in ELA. ESE subgroup continues to perform lower than other subgroups as well as our ELL subgroup in all subjects.

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

Students with disabilities show the lowest performance.

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

The contributing factors include a need for shared responsibility of the performance of students with disabilities and collaborative planning. Absences of both students and staff are another contributing factor. The coordination of support and collaborative planning with general education and special education teachers would address this need.

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

The area that showed the most improvement was lowest quartile in math.

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

Math data was significantly lower the previous year than in the past.

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

Continue with personalized learning twice a week
Agency and Action special replacing computer lab
Collaborative planning with general education and ESE team

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.

Professional development opportunities will include:
BEST ELA and math standards
Concept Based Learning
Biweekly IB
Inclusive practices and diversity

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

As an IB school we are in the process of making the shift in planning using the new IB planner which is focused not on the planning document, but rather, the process of collaborative planning. This will

provide sustainability for the improvements we make this year and will be reflected during our evaluation visit the following school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Collaborative planning with intentional transdisciplinary connections to increase achievement in all areas. When teachers plan collaboratively and use common assessments, student achievement will increase. This is a critical need because our students lost valuable instructional time since March of 2020 due to COVID and numerous quarantines.
Measurable Outcome:	Our goal is for 61% of our students to score level 3+ in ELA. Our goal is for 56% of our students to score level 3+ in math. Our goal is for 45% of our students to score level 3+ in science.
Monitoring:	Collaborative planning will be monitored weekly by the leadership team.
Person responsible for monitoring outcome:	Lana Headley (lana.headley@polk-fl.net)
Evidence-based Strategy:	Teachers will use the curriculum maps that were completed over the summer and the new planning format from the IB programme and standards.
Rationale for Evidence-based Strategy:	The new planner from IB is more of a process for planning than using a scripted document. The new planner incorporates the curriculum maps to create trans-disciplinary and conceptual based weekly lesson plans.

Action Steps to Implement

Weekly collaborative planning with IB coordinator to effectively design and implement lessons using the new IB planner which includes transdisciplinary instruction and technology integration.

Person Responsible Lana Headley (lana.headley@polk-fl.net)

Unit planning days by grade level and summer curriculum planning with incorporate technology into IB units. Teachers will be paid from Title I funds for curriculum planning.

Person Responsible Kaili Smith (kaili.smith@polk-fl.net)

Instructional supplies to support transdisciplinary lessons. Funds from Title I will be used for instructional supplies including ink and toner for printing resources.

Person Responsible Kaili Smith (kaili.smith@polk-fl.net)

Family Engagement Event: Family STEM night.

Person Responsible Amanda Pope (amanda.pope@polk-fl.net)

Family Engagement Event: OWLS=Outstanding Writers Learn Strategies

Person Responsible Kimberly Meek (kimberly.meek@polk-fl.net)

Three days of professional development for teachers new to DEA on standards based instruction PYP IB; readers, writers, and phonics workshop.

Person Responsible Lana Headley (lana.headley@polk-fl.net)

Students and teachers will use the student agendas to reflect on learning daily and communicate with families. Tuesday folders will be sent home weekly to increase family engagement. Title I funds will purchase student agendas and Tuesday folders.

Person Responsible Lana Headley (lana.headley@polk-fl.net)

Our IB coordinator will be working each 5th grade class during the Agency and Action special to accelerate their science learning and content knowledge including building science academic vocabulary.

Person Responsible [no one identified]

Our IB coordinator will be working with teams to increase the rigor of the science assessments and quarterly assessments that were created last year with the support of our district science coach.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: A strong focus on reading instruction for our ESE subgroup as well as ELL/Hispanic subgroup in ELA and math. This is a critical need because our ESSA edudata shows a F for two years for ESE students and a C for ELL students.

Measurable Outcome: We intend to increase our LQ in ELA from 51-56% which includes ESE and ELL students (which make up over half of this group). We intend to increase our ELA learning gains from 53-58% this includes ESE and ELL students.

Monitoring: Our assistant principal will be creating a data wall where progress monitoring will occur throughout the year.

Person responsible for monitoring outcome: Monica Crosthwaite (monica.crosthwaite@polk-fl.net)

Evidence-based Strategy: ESE and ESOL team will provide support to teachers and progress monitor literacy data throughout the year.

Rationale for Evidence-based Strategy: When teachers intentionally provide small group instruction with fidelity, confer with students, and engage families; student achievement will increase for all students (including ESE & ELL subgroups).

Action Steps to Implement

Reading coach will model small group instruction and conferring. Teachers and students will use digital tools and technology during their reader's and writer's workshop block.

Person Responsible Kimberly Meek (kimberly.meek@polk-fl.net)

Teachers and leadership will monitor the use of running record data in the running record books & literacy bags, small group plans, and MTSS plans.

Person Responsible Kimberly Meek (kimberly.meek@polk-fl.net)

Increase library to include mother tongue books and classroom libraries to support small group instruction. Books for classroom libraries will be purchased out of Title I from the BEST standards ELA reading list. Reading coach will monitor the use of classroom libraries.

Person Responsible Kimberly Meek (kimberly.meek@polk-fl.net)

Reading interventionist will specifically focus on ELL/Hispanic subgroups by providing training to paraprofessionals on small group reading strategies based on student data.

Person Responsible Gail Hulsey (gail.hulsey@polk-fl.net)

Family engagement activities focused specifically on second language learning in the home during early dismissal days. Technology will be used to translate training for families and recorded.

Person Responsible Gail Hulsey (gail.hulsey@polk-fl.net)

Instructional supplies to support ELA instruction and classroom libraries.

Person Responsible Monica Crosthwaite (monica.crosthwaite@polk-fl.net)

Technology will be used to identify 4th and 5th grade students with two or more EWS indicators in order to create goals, track data, and provide additional support above and beyond the school day.

Person Responsible Monica Crosthwaite (monica.crosthwaite@polk-fl.net)

Instructional classroom para will work with kindergarten and first grade classroom to support ESE and ELL students.

Person Responsible Gail Hulsey (gail.hulsey@polk-fl.net)

Extended learning program provided for students to support ESE and ELL students.

Person Responsible Gail Hulsey (gail.hulsey@polk-fl.net)

ESE team will specifically focus on ESE subgroup by providing support to teachers and progress monitoring data throughout the year. Our reading endorsed inclusion will provide additional support to tier 3 students in ELA and support IEP goals. The other inclusion teacher will provide additional support to students struggling with math to support IEP goals.

Person Responsible Keila Rodriguez (keila.rodriguez@polk-fl.net)

Family Engagement Event: Pastries with Parents.

Person Responsible Kimberly Meek (kimberly.meek@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Last year's data from 4th grade which are our current 5th graders show that 50% scored below a level 3 on FSA. Currently on STAR 40% are on track for a level 3. HB 7011 established RAISE=Reading Achievement Initiative for Scholastic Excellence requires the addition of a reading goal into our School Improvement Plan to address this area.

Each grade level has analyzed their student data based on Star early literacy and Star reading results and created realistic goals for the January and April Star Assessment. The following shows the results from the fall test and targets for each grade in January and April.

Measurable Outcome:

K	September scores 52%	January target 60%	April target 71%
1	September scores 61%	January target 66%	April target 70%
2	September scores 35%	January target 50%	April target 70%
3	September scores 65%	January target 70%	April target 75%
4	September scores 58%	January target 63%	April target 68%
5	September scores 40%	January target 45%	April target 51%

Monitoring: Students will increase their reading achievement through a deliberate focus on progress monitoring and data tracking in all classrooms K-5 through STAR early literacy, STAR reading, and running records.

Person responsible for monitoring outcome: Kimberly Meek (kimberly.meek@polk-fl.net)

Evidence-based Strategy: Our reading coach will provide support to teachers and progress monitor literacy data throughout the year.

Rationale for Evidence-based Strategy: When teachers review student data and set SMART goals for each student and monitor their weekly reading, students will reach their targets.

Action Steps to Implement

On data day teachers made a data card for each student with their current level of performance and target goal. Each student has been placed on the data wall for progress monitoring.

Person Responsible Monica Crosthwaite (monica.crosthwaite@polk-fl.net)

Weekly reports are run to monitor words read by students in each classroom. Teachers are monitoring their progress with support from the principal, assistant principal, reading coach, and media paras.

Person Responsible Lana Headley (lana.headley@polk-fl.net)

Weekly collaborative planning by grade level to ensure effectively implementation of BEST for K-2 and LAFS for 3-5.

Person Responsible Phillip Daniels (philcdaniels@hotmail.com)

Effective small group instruction and conferring in all classrooms supported by the leadership team.

Person Responsible Kimberly Meek (kimberly.meek@polk-fl.net)

Reading interventionist support to ELL paras and groups of students during library and Spanish. Tutoring for ELL students will begin second card marking and ELL students will also receive additional tutoring during PE twice a week.

Person Responsible Gail Hulsey (gail.hulsey@polk-fl.net)

ESE inclusion teacher monitoring reading data of ESE students on a weekly basis with principal each Tuesday at 11.

Person Responsible Lana Headley (lana.headley@polk-fl.net)

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.

Discipline data from our school shows that we fall in the moderate range and less than the statewide average. Our primary area of concern is that our students do not always demonstrating our learner profile attributes in their daily interactions with other students and staff. We will monitor the culture and environment of our school through the implementation of our PBIS program. Our guidance counselor will set up PBIS training for our new committee and staff to effectively implement our PBIS program and maintain our model school status.

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.

Our school builds capacity by building a positive school culture and environment in four specific ways. 1. Six committees have been established and include various stakeholders from our community. These committees include School Advisory Council, International Baccalaureate, Data Leadership, Positive Behavior Intervention Support, Technology and Parent Teacher Student Association. These committees build a positive school culture by building capacity within staff as well as community stakeholders. Each staff member participates on a committee and committee meetings are held monthly. Minutes of the

committees are shared in the weekly newsletter for parents to review and provide input.

2. While each of the committees plays a vital role in creating and maintaining a positive culture and environment our school was recognized as a gold model PBIS school and a magnet school of excellence.
3. Use of the student agenda and homework folders to ensure open communication between school and home.
4. Harmony (social emotional learning program) used daily school wide first thing in the morning provides a positive school culture to increase daily attendance. Data reviewed during committee meetings and monitored through our school counselor's SAO..

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

Stakeholders include staff, students, parents, business parents, and community members. We value input from everyone when making decisions. Each group member is involved with contributing ideas, seeking solutions to concerns, cooperating with other group members to accomplish shared goals, and volunteering to help. A sign-up sheet will be available during pre-planning and each group member will assume a role. Roles are essential to making meetings work in order to facilitate interaction and be productive.

? **Facilitator:** Prepares and distributes agenda, reviews meeting purpose and facilitate the meeting following the agenda. The responsibility of the facilitator is to follow the agenda helping the group to focus its energies on the task by suggesting methods and procedures, protecting all members of the group from attack, and making sure that everyone has the opportunity to participate. The facilitator serves as a combination of tool guide, traffic officer, and meeting chauffeur. S/he is also responsible for all pre-meeting and post-meeting logistics.

? **Point of Contact (PBIS only):** Enters PBIS evaluation data into the PBIS evaluation system (PBISES), ensures evaluation data is shared with the team and used to plan Tier 1 implementation.

? **Secretary:** The secretary's responsibility is to write down basic ideas using the words of each speaker. The objective is not to record everything that is said but to capture enough ideas that can be preserved and recalled at any time. The secretary's responsibilities are to type committee minutes and send them to Ms. Tatom at the end of the meeting so she can post the notes in the DEA weekly newsletter.

? **Classroom Teacher Liaison:** Point person for communicating between the team and other staff members ensuring teacher needs are heard and addressed.

? **Family Liaison:** Ensures family input and perspectives are obtained and considered, communicates information to and from family stakeholders and the team.

? **Student Liaison:** Ensures student input and perspectives are obtained and considered, communication information to and from student and the team.

? **Data Specialist:** The data specialist is responsible for making sure data is reviewed that is pertinent to their committee and reflected in the minutes and recorded in the data system.

? **News & Media:** The news/media member is in charge of contacting the news/media to have a press release on the activities that the committee is responsible for. There should be a press release before & after the event (including pictures). There are sample media releases to view in public folders under lesson plans.

? **DTV Representative:** The DTV representative collects and creates videos to share on the DTV program.

? **Snack Master:** Collect donations for snacks and bring to meetings for the team.

? **School Administrator:** Attends and actively participates in monthly committee meetings, encourages and supports team efforts, secures resources for planning and implementation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
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2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00