

Polk County Public Schools

# Dundee Elementary Academy



## 2022-23 Schoolwide Improvement Plan

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**Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

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

## Demographics

**Principal: Lana Tatom**

Start Date for this Principal: 7/24/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (49%) 2018-19: B (55%) 2017-18: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](https://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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Headley, Lana	Principal	
Crosthwaite, Monica	Assistant Principal	
Daniels, Phillip	Teacher, K-12	IB Coordinator
Meek, Kimberly	Reading Coach	
Smith, Kaili	Teacher, K-12	
Pope, Amanda	Teacher, K-12	Gifted Teacher
Rodriguez, Keila	Teacher, ESE	
Straughn, Claire	Teacher, K-12	
Carns, Michelle	School Counselor	
Bishop, Stephanie	Teacher, ESE	

### Demographic Information

#### Principal start date

Monday 7/24/2017, Lana Tatom

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

1

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

645

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

1

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

2

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	88	97	98	102	102	106	0	0	0	0	0	0	0	593
Attendance below 90 percent	21	28	24	21	20	25	0	0	0	0	0	0	0	139
One or more suspensions	1	0	1	0	5	12	0	0	0	0	0	0	0	19
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 2022 statewide FSA ELA assessment	0	0	0	11	12	29	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	11	42	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	30	27	40	9	10	12	0	0	0	0	0	0	0	128

Using the table above, complete the table below with the number of students by current grade level who have 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	2	6	11	4	16	43	0	0	0	0	0	0	0	82



Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 6/23/2022

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	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	

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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	47%	56%				60%	51%	57%
ELA Learning Gains	57%						53%	51%	58%
ELA Lowest 25th Percentile	43%						51%	49%	53%
Math Achievement	55%	42%	50%				62%	57%	63%
Math Learning Gains	51%						61%	56%	62%
Math Lowest 25th Percentile	49%						57%	47%	51%
Science Achievement	33%	49%	59%				43%	47%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	52%	16%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	51%	48%	3%	58%	-7%
Cohort Comparison		-68%				
05	2022					
	2019	62%	47%	15%	56%	6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	56%	9%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	63%	56%	7%	64%	-1%
Cohort Comparison		-65%				
05	2022					
	2019	60%	51%	9%	60%	0%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	45%	-1%	53%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	44	27	28	44						
ELL	38	46	26	40	40	42	13				
BLK	43	79	75	49	62		36				
HSP	54	50	27	49	47	52	25				
WHT	67	58	46	66	53	40	46				
FRL	50	54	38	49	48	45	26				
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				
WHT	73	59	62	73	66	62	61				
FRL	51	47	45	54	57	56	29				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
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	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Positive trends include a steady increase in writing data.

This year 71% of both 4th and 5th grade students scored a level 6+.

The only subgroup that continues to perform lower than other subgroups is ESE.

ELA learning gains and lowest quartile increased this year and over time.

Math learning gains and lowest quartile show an increase and decrease every other year.

5th grade science data continues to be below the district and state level.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students with disabilities continue to be a subgroup below 41% for 3 years.

English language learners dropped below 41%.

#### 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 this year were based upon a request to add a resource classroom. Our trend data has shown that this subgroup has not made adequate learning gains. The request was granted and put in place for the last card marking of the year. Since that time the position has been cut from our school. Our team has reworked their schedule for the upcoming year so one ESE teacher will provide inclusion and resource for ELA K-5 and the other for math. The district will re-evaluate our ESE plan and appeal to have a full time ESE resource classroom after the 8th day count. We will continue to support our ELL subgroup through additional supports weekly during their Spanish and library time as well as the Early Dismissal parent events.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The most improvement was found in writing, ELA learning gains, math learning gains, and math lowest quartile.

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

Contributing factors to this improvement include:

Collaborative planning and PLCs weekly

Personalized learning twice a week

High performing teams & committees

Monitoring MTSS data and student data wall

We will continue implementing these and add the following new actions:

Collaborative planning will begin with teacher and student reflection

Learning Arc step 1-4 implemented during weekly PLCs

Learning Arc steps 5-7 implemented during weekly collaborative planning

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

Continue with personalized learning twice a week using data to drive instruction

Collaborative planning with general education and ESE team

Additional support for students during library and Spanish time in the media center with our ELL paras

Student support parent events on early dismissal days

**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 will include:

Learning Arc steps 1-7

Biweekly IB focus Concept Based Learning

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.**

We will be having our IB evaluation visit in September which occurs every 5 years. Our preliminary review shows that our IB planner and collaborative planning process has been effective, however, we need to add more reflection on behalf of the teachers and students. Doing these and adding the Learning Arc will ensure sustainability of improvement in the upcoming year and beyond.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

A strong focus on reading, math, and science instruction for all students especially our ESE and ELL/Hispanic subgroups. This is a critical need because our ESSA edudata shows our ESE students are not making adequate learning gains. We will continue to include our ELL students as a focus as well.

This area of focus is aligned to the district strategic plan goals

- 1: Student academic outcomes
2. Develop great teachers and leaders
- 3: Engaging family and community
- 4: Equitable use of resources
5. Educating the whole child

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We intend to increase 10% of students below proficiency becoming proficient.

ELA proficiency will increase from 57% to 61%

Math proficiency will increase from 55% to 59%

Science proficiency will increase from 33% to 40%

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers and administrators will use a school wide data wall to track student proficiency using district and state progress monitoring data.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

ESE and ELL team will support students by providing equivalent learning experiences with accommodations in small groups.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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) utilizing resources such as Jennifer Serravallo Reading Conferences and Reading Strategies Book.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Campus induction coordinator will provide professional development on running records, conferring, and the MTSS process.

District strategic plan goal 2: Develop great teachers and leaders

**Person Responsible**

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

Reading Coach will model small group instruction during MTSS, conferring during the reading block, and the process of conducting running records.

District strategic plan goal 2: Develop great teachers and leaders

**Person Responsible**

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

Administration, Reading Coach, and teacher leaders will provide reading and writing strategies for students and families to use at home in order to improve ELA student outcomes.

District strategic plan goal 3: Engage family and community

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

Instructional classroom para will work with grade level teachers to support students approaching proficiency. District strategic plan goal 4: Equitable and Efficient use of resources

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

The ESE team will focus on providing support to ESE students and their ELA IEP goals.

District strategic plan goal 4: Equitable and Efficient use of resources

**Person Responsible** Stephanie Bishop (stephanie.bishop@polk-fl.net)

During ESE and ELL weekly team meetings, the team will review district and state progress monitoring data for individual students in order to drive small group instruction and plan for interventions.

District strategic plan goal 1 and 4: Student outcomes / Equitable and Efficient use of resources

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

School staff will provide students with multiple opportunities (Read Across America, Reading Celebrations, Book Fair, and Character Celebrations) to engage in reading throughout the school campus.

District strategic plan goal 5: Develop the whole child

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

Increase classroom libraries and supplies to support small group and whole group instruction.

District strategic plan goal 4: Equitable and Efficient use of resources

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

Reading Interventionist will specifically focus on small group reading instruction for our students who are approaching proficiency using accommodations for ESE and ELL students when needed.

District strategic plan goal 4: Equitable and Efficient use of resources

**Person Responsible** Claire Straughn (claire.straughn@polk-fl.net)

Administration will use technology to identify student with two or more EWS indicators in order to create goals, track data, and provide additional support.

District strategic plan goal 4: Equitable and Efficient use of resources

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

The leadership team will plan family engagement activities focused on reading and math strategies for families of students approaching proficiency. ELL and ESE strategies will be shared with families of students who are in those subgroups.

District strategic plan goal 3: Engage family and community

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

The leadership team will monitor using FOCUS, small groups plans, and MTSS data by grade level.

District strategic plan goal 1: Student outcomes

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

Using data, the leadership team along with teachers will provide extended learning opportunities for students approaching proficiency.

District strategic plan goal 1: Student outcomes

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

The ESE team will focus on providing support to ESE students and their Math IEP goals.

District strategic plan goal 4: Equitable and Efficient use of resources

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

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 this year we are fully implementing BEST and teachers need to align tasks and assessment during planning to the benchmarks. This area of focus is aligned to the district strategic plan goals

- 1: Student academic outcomes
2. Develop great teachers and leaders
- 3: Engaging family and community
- 4: Equitable use of resources
5. Educating the whole child

**Measurable**

**Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

State data will show a minimum of plus 1% proficiency increase for all grades/ content as well as 10% of students below proficiency becoming proficient.

ELA proficiency will increase from 57% to 61%  
 Math proficiency will increase from 55% to 59%  
 Science proficiency will increase from 33% to 40%

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Collaborative planning will be monitored weekly with teacher reflections documented in the weekly planner.

**Person responsible for monitoring outcome:**

Phillip Daniels (philcdaniels@hotmail.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will use the curriculum maps that were completed over several weeks at the end of the school year and finalized over the summer along with the collaborative planning tool.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/criteria used for selecting this strategy.**

The new IB planner incorporates the curriculum maps to create transdisciplinary and conceptual based weekly lesson plans.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our IB coordinator will continue working with teams to ensure our science assessments and district quarterly assessments are administered and data used in planning to increase science proficiency.  
District strategic plan goal 1: Student outcomes

**Person Responsible** Phillip Daniels (philcdaniels@hotmail.com)

Principal and Assistant Principal will train the leadership team on using the Learning Arc 7 steps during weekly PLCs and collaborative planning.

District strategic plan goal 2: Develop great teachers and leaders

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

Add planning results findings to leadership team meeting agenda.

District strategic plan goal 1: Student outcomes

District strategic plan goal 2: Develop great teachers and leaders

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

Review planning findings during leadership team meetings on a routine basis.

District strategic plan goal 1: Student outcomes

District strategic plan goal 2: Develop great teachers and leaders

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

Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc to ensure an equitable learning experience for all students in all classrooms.

District strategic plan goal 1: Student outcomes

District strategic plan goal 2: Develop great teachers and leaders

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

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

District strategic plan goal 4: Equitable use of resources

**Person Responsible** Phillip Daniels (philcdaniels@hotmail.com)

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

District strategic plan goal 4: Equitable use of resources

**Person Responsible** Phillip Daniels (philcdaniels@hotmail.com)

Family Engagement Event: Family STEM night.

District strategic plan goal 3: Engaging family and community.

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

Family Engagement Event: OWLS=Outstanding Writers Learn Strategies.

District strategic plan goal 3: Engaging family and community.

**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.

District strategic plan goal 2: Develop great teachers and leaders

**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.

District strategic plan goal 3: Engaging family and community.

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

Our IB coordinator and gifted teacher will be working with 4th & 5th grade classes during the Agency and Action special to accelerate their science learning and content knowledge including building science academic vocabulary.

District strategic plan goal 1: Student outcomes

**Person Responsible** Phillip Daniels (philcdaniels@hotmail.com)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our area of focus is to ensure that a minimum of 50% of our students are reading on or above grade level. In K-2 students are learning to read by developing foundational reading skills which leads to reading to learn successfully. Last year, 23% of our K-2 students scored below a level 3 in ELA according to STAR Reading and STAR Early Literacy. These students are not on track to score a level 3 on the statewide, standardized ELA assessment.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our area of focus is to ensure that a minimum of 50% of our students are reading on or above grade level. In 3-5 students are reading to learn by developing reading skills that help them comprehend, interpret, and analyze complex texts. Last year, 37% of our current 4th and 5th graders scored below a level 3 in ELA FSA. Our 5th graders last year who are now in middle school scored the lowest at 55% scoring below a level 3 on ELA FSA. Therefore this is our target area of focus and our need for a RAISE goal.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

K - 85% proficient \*Based on last year's data keeping in mind this may change after PM1.

1 - 85% proficient

2 - 73% proficient

### Grades 3-5: Measureable Outcome(s)

Our ELA Reading overall goal is 61% 3-5 based on last year's data. We would like to include a stretch goal for each grade level as follows:

3 - 64% proficient \*Last year's data shows a current proficiency of 61%. This includes a few retained students and 14 new students to DEA\*

4 - 64% proficient

5 - 64% proficient \*Last year our 5th grade data shows 45% however, our 4th graders that are now in 5th grade are currently at 63% proficient.

### Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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, Cambium/FAST, and Running Records.

### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Meek, Kimberly, kimberly.meek@polk-fl.net



**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Fountas and Pinnell Running Records will be used to monitor the progress of students reading comprehension and fluency on grade level text.

2. Reading conferring during independent reading is another evidence based practice being implemented during the reading block in all classrooms.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Research shows that using running records gives teachers the data to determine the 3 types of miscues most commonly made by readers. As well as having student reading level data in order to best support their reading growth and target their zone of proximal development.

2. Using their target zone of proximal development teachers confer with students individually to progress their independent reading goals. Research shows that differentiated targeted reading goals along with time to practice reading increases student reading achievement.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our Assistant Principal will provide support to teachers throughout the year to monitor each students level of performance and target goals using progress monitoring data.	Crosthwaite, Monica, monica.crosthwaite@polk-fl.net
Our reading coach will provide support to teachers to implement running records and conferring effectively.	Meek, Kimberly, kimberly.meek@polk-fl.net
The leadership team will monitor the weekly words or books read for each class.	Headley, Lana, lana.headley@polk-fl.net
Weekly collaborative planning by grade level to ensure effective implementation of BEST.	Daniels, Philip, philip.daniels@polk-fl.net
Reading interventionist will support Paras and groups of students throughout the school day.	Straughn, Claire, claire.straughn@polk-fl.net
ESE ELA teacher will support inclusion and resource students to monitor their progress toward their IEP goals.	Bishop, Stephanie, stephanie.bishop@polk-fl.net

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### 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.

5. Part of building a positive school culture and environment at Dundee Elementary Academy is to celebrate the achievements of all stake holders. Part of celebrating and recognizing stakeholders is our weekly Book-a-neer of the Week, which is a recognition of a staff or community helper to the school for their achievements. Students and Staff give and receive gold tickets for exceptional work and/or behavior, which can be used in a monthly drawing. Monthly, is the Learner Profile Celebration Parade which includes the winners of the gold ticket drawing and all grade level Learner Profile winners. On early release days is our PBIS Celebration, which celebrates positive behavior in the classroom. Grade levels decide how the celebration will be done during the schedule. Each nine weeks every grade level has student-led conferences, where the students present or prepare for a conference with their parent This is a celebration of the students work, and grades. As well as a time to make plans to improve in needed areas. International Night and IB Showcase evening is the big nights of the year when students will show off and celebrate the work that they have done to their loved ones.

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

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 chauffer. 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 into the shared document online.

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.