

Walton County School District

# Dune Lakes Elementary School



## 2022-23 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: 8/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	28%
<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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (63%) 2018-19: A (76%) 2017-18: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Walton County School Board on 9/20/2022.

## 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](http://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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	28%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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### Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
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.
Kane, Kristen	Assistant Principal	****
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.
Polk, Jessica	Teacher, K-12	Ms. Polk is a Kindergarten teacher and grade level chair.
Young, Maria	Teacher, K-12	Ms. Young is a third grade teacher and grade level chair.
Moyer, Theresa	Teacher, K-12	Ms. Moyer is a fourth grade teacher and grade level chair.
King, Rebecca	Teacher, K-12	Ms. King is one of our PE coaches and the chair of our specials department.
Page, Niki	Teacher, K-12	Ms. Page is a first grade teacher and the grade level chair.
Peterson, Michelle	Teacher, K-12	Ms. Peterson is a fifth grade teacher and the grade level chair.
Granger, Frances	Teacher, K-12	Ms. Granger is a second grade teacher and the grade level chair.

## Demographic Information

### Principal start date

Saturday 8/1/2020, Carrie Chavers

**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.*

3



**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.*

13

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

66

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

940

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

5

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

19

### 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	115	189	171	159	140	138	0	0	0	0	0	0	0	912
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	14	9	8	6	4	0	0	0	0	0	0	0	47
Course failure in Math	6	6	5	2	6	4	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	15	11	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	15	11	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	5	4	2	9	5	0	0	0	0	0	0	0	29

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	13	6	2	4	3	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 8/1/2022

**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	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		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	

## 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	72%	63%	56%				83%	66%	57%
ELA Learning Gains	62%						79%	65%	58%
ELA Lowest 25th Percentile	52%						68%	59%	53%
Math Achievement	75%	55%	50%				81%	64%	63%
Math Learning Gains	69%						73%	62%	62%
Math Lowest 25th Percentile	56%						73%	48%	51%
Science Achievement	53%	69%	59%					64%	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	78%	66%	12%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		-78%				
05	2022					
	2019					
Cohort Comparison		-80%				

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	71%	65%	6%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	82%	65%	17%	64%	18%
Cohort Comparison		-71%				
05	2022					
	2019					
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					

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	25	46	46	39	45	50	13				
ELL	27	46	45	33	53	56	11				
HSP	33	45	45	41	60	59	18				
MUL	69			77							
WHT	82	65	54	84	73	54	68				
FRL	45	50	48	53	58	59	33				
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							
WHT	85	78	60	84	73	62					
FRL	56	55		63	58						

### 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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
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	54
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?

Dune Lakes Elementary increased in overall ELA performance moving from 69% proficient to 72% proficient. Our ELL, Black and Hispanic subgroup proficiency also increased. However, our Students with Disabilities and Economically Disadvantaged students decreased in proficiency. Overall, our lowest quartile in ELA increased from 50% to 52% of students making learning gains. Our learning gains of all students decreased slightly from 67% to 62%.

We maintained our level of proficiency in math staying at 75% proficient. Our ELL, Black, Hispanic and ED subgroups increased in proficiency, but our SWD subgroup decreased. Our learning gains decreased for all students from 83% to 69% and our lowest quartile decreased from 76% to 56%. In Science our proficiency levels decreased from 74% to 53%.

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

The data components that demonstrate the greatest need for improvement are overall learning gains in both ELA and math. Our subgroup demonstrating the greatest need in both areas is Students with Disabilities.

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

During the 2021-22 school year, we had both an increase in the number of SWD students as well as an increase in the number of SWD students counting towards learning gains. We also had a sudden change in ESE teachers. We also lacked in Tier 1 differentiation for SWD.

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. With an additional ESE teacher, we are better able to meet the needs of our SWD by providing more specialized instruction in smaller groups.

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

Overall, our proficiency in ELA showed the most improvement. However, 4th grade math increased in proficiency from 72% to 82%

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

In ELA, we worked to identify students needing Tier 2 and 3 instruction early. We also were very intentional in what resources we used to meet the needs of the students. Student progress was discussed consistently and changes made to meet students' needs as needed.

In Math, our teachers focused on using ALDs to differentiate whole group and provide specific differentiated small group instruction.

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

Teachers will enhance their use of small group instruction by incorporating the use of ALDs and rubrics in ELA and math. In ELA small group instruction will be tailored to meet the needs of all students using Pearson ReadyGEN and other district approved materials. As students are identified as mastering standards, teachers will collectively work to provide differentiated activities to provide a deeper understanding of a standard and content.

**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.**

PLCs will focus on using data to drive instruction and to create purposeful and meaningful lessons in both whole group and small group. Teachers will discuss what they want students to learn, how they know students have mastered the standard, what to do if a student doesn't master a standard and what to do if a student has mastered a standard. Teachers will also continue to develop lesson plans and adjust instruction based on both formative and summative assessments as well as develop and use common assessments. Teachers will use ESE teachers to help assist in providing quality Tier 1, Tier 2 and 3 instruction.

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

A literacy coach is supporting the school twice a week and a former Math coach, who was a part in developing WCSD's new math scope and sequence is our current TSA/VP of the school. We also have 9 instructional aides this year which is more support than in previous years. We also have an additional ESE teacher.



### **Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In the 2022-2023 school year we will 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. Every child deserves to learn no matter where they are beginning. We will focus on growing students and trying to close the achievement gap to accelerate learners.

**Measurable****Outcome:**

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

By the final administration of FAST in 2022-2023, 80% of all K-2 students will have made a year of growth in a year's time.

**Monitoring:**

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

The FAST assessment will be used to monitor progress. We will screen and use data from LETRS and PAST test scores, classroom grades, DFAs and formative assessments to monitor growth and the needs of students and in turn adjust instruction. We will also use Tier 2 and 3 data to determine the growth rate of students and make adjustments as needed to help students grow as quickly as possible.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

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

Strategies will include implementation of Pearson ReadyGen curriculum with fidelity. Tier 2 and Tier 3 instruction is intentionally scheduled and implemented consistently using research based materials with fidelity utilizing FSA 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/rubrics in all grade levels to provide a path for students to move to higher levels of growth.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

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.

1. Principal will clarify expectations for Tier 1, Tier 2, and Tier 3 instruction as well as differentiation.
2. Data binders will be created and maintained by teachers to track 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 grade level PLCs including intentional planning, standards based instruction, meaningful common assignments, and grading.

7. 4th and 5th grade teachers will implement AVID strategies including but not limited to AVID binders, two column notes and Cornell notes.

8. DLE will host a Family Read night to promote literacy.

**Person**

**Responsible**

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

**#2. Instructional Practice specifically relating to Science****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** In 2021, 74% of our fifth grade students scored proficient on the statewide Science assessment. In 2022, only 53% of our students scored proficient.

**Measurable Outcome:**

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

We will increase Science achievement from 54% to at least 70% on the FSA Science Assessment.

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

Science achievement will be monitored using the district provided pre-, mid- and post-science test. Teachers will use All In Learning to score the tests and instruction adjusted based on the scores. Teachers will also monitor progress through the success of students' scores in Study Island.

**Person responsible for monitoring outcome:**

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

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

Teachers will implement strict approved Elevate Science curriculum from Savvas to teach the science standards with clear lesson goals that align to the state ALDs. Teachers will increase the level of questioning to reflect the rigor of the standards. Teachers will also provide practice of scientific concepts in various ways including graphic organizers.

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

ALDs provide a deeper understanding of the depth of the standards. Students are able to analyze their level of learning and determine action steps to increase their levels. Level of questioning provided by the teacher will increase to meet the demand of each standard. Graphic organizers allow students to organize and process informational text and data in a logical way that can be easier to understand.

**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.

1. Dedicate 2-hour blocks math/science.
2. All 5th grade teachers will administer the pre, mid and post district assessments (All in Learning).
3. Data analysis of district assessment PLCs of common assessments.
4. Implement small group instruction in science.
5. Collaboration with PAX & FMS to increase teacher capacity.
6. Utilize district pacing guides in science.
7. Utilize Study Island consistently in all 5th grade science classes.
8. DLE will hold one STEM night to promote math and science.

9. 4th and 5th grade teachers will implement AVID strategies including but not limited to AVID binders, two column notes and Cornell notes.

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

**#3. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**

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

During the 2022-2023 school year, 100% of DLE teachers will be enrolled and actively participating in a PLC.

**Monitoring:**

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

Administration and PLC leaders will monitor teacher participation. Each team will maintain a binder where agendas, notes, student work samples, and data will be stored and reviewed.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

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

Dune Lakes Elementary will implement a school wide PLC for the 2022-2023 school year focusing on data driven instruction. Every two weeks teachers will meet to discuss lessons, student progress and needed changes for instruction. Teachers will discuss data to look at overall learning growth rates and progress.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/criteria used for selecting this 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**

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.

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 PLC focused on data driven decision making.
6. Teachers will collaborate, reflect, and adjust instruction based on student need.

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

#### #4. Positive Culture and Environment specifically relating to the involvement parents in our community

##### Area of Focus

##### Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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. Parents need to set up accounts on FOCUS at orientation, this will not only set them up for this school year, but also empower them for the future. Communication is vital to ensure academic success.

##### Measurable Outcome:

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

During the 2022-2023 school year we will have 95% of our parents attend at least one school function.

##### Monitoring:

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

We can monitor this by using our visitor monitoring system "Raptor" to track parental involvement. Teachers will also collect sign in sheets during classroom visits and activities.

##### Person responsible for monitoring outcome:

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

##### Evidence-based

##### Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will hold different themed nights including, but not limited to: literacy, STEM, ELL, and open house. These family night group settings will engage, educate, and empower parents so that they may communicate effectively their needs with the teachers, parents, and the school.

##### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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

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.

1. We will create and administer a survey to determine the needs of families (parents and students).
2. Teacher lead committees will host a variety of family events to engage caregivers.
3. Dune Lakes will have resources available on campus to educate parents in their own pursuit of knowledge.
4. Our staff will empower our caregivers by continuously maintaining a clear line of communication to ensure their child's academic success.
5. Our school distributes the "Sandpaper Scoop" which is a monthly newspaper,. This is done digitally and



the children get a colored copy.

6. DLE will send Remind messages to keep parents informed.

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

**#5. Instructional Practice specifically relating to Math****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In the 2022-2023 school year we will 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. Every child deserves to learn no matter where they are beginning. We will focus on growing students and trying to close the achievement gap to accelerate learners.

**Measurable****Outcome:**

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

By the final administration of FAST in 2022-2023, 80% of all K-2 students will have made a year of growth in a year's time.

**Monitoring:**

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

The FAST assessment will be used to monitor progress along with classroom grades, formative and summative assessments to monitor growth and the needs of students and in turn adjust instruction. We will also used Tier 2 and 3 data to determine the growth rate of students and make adjustments as needed to help students grow as quickly as possible.

**Person**

**responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

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

Strategies will include implementation of Big Ideas curriculum with fidelity. Tier 2 and Tier 3 instruction in the classroom will be provided utilizing FSA 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/rubrics in all grade levels to provide a path for students to move to higher levels of growth. Manipulatives will be utilized to provide concrete, hands-on practice for students as they move to the conceptual stage.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Big Ideas 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 geometry, algebraic thinking, number sense, data analysis and probability and fractions. 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.

**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.

1. Principal will clarify expectations for Tier 1, Tier 2, and Tier 3 instruction as well as differentiation.
2. Data binders will be created and maintained by teachers to track data to create intervention groups and determine needs of the students.
3. Weekly teacher collaboration and planning.
4. Identified students will receive 30 minutes of Tier 2 and/or Tier 3 support by teachers and instructional aides using researched based materials.
5. Teachers will participate in grade level PLCs including intentional planning, standards based instruction, meaningful common assignments, and grading.
6. 4th and 5th grade teachers will implement AVID strategies including but not limited to AVID binders, two column notes and Cornell notes.
7. DLE will host a Family STEM night to promote math and science.

**Person****Responsible**

Kristen Kane (kristen.kane@walton.k12.fl.us)

**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**

NA

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

NA

**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)**

NA

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

NA

**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.

NA

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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?

NA

**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?

NA

**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**

NA

**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.**

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. We are also implementing Capturing Kids Hearts schoolwide. Each teacher will establish a social contract within their classrooms creating a welcoming and safe environment for learning.

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

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: Their role is to 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.