

Polk County Public Schools

Dundee Elementary Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 as we inquire about the world.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school improvement planning process involves all stakeholders through our various school committees which occur monthly. Our committees includes school advisory council (SAC), data leadership, International Baccalaureate, positive behavior intervention support (PBIS), and parent, teacher, student association (PTSA). Input is gathered from each of the committees and our SIP is reviewed with each committee throughout the school year. Our School Advisory Council is made up of a diverse group of community members, parents, school staff members, district staff members, and students. Our school leadership team meets weekly and includes the principal, assistant principal, IB coordinator, reading coach, reading interventionist, guidance counselor, and ESE teachers. Data leadership, IB, PBIS, and PTSA committees consist of teachers and paraprofessionals from each grade level and content area.

Stakeholders include staff, students, parents, business parents, and community members. We value input from everyone when making decisions. Each member of the committee serves as one of the following:

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

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

Secretary: The secretary's responsibility is to write down basic ideas using the words of each speaker. The objective is not to record everything that is said but to capture enough ideas that can be preserved and recalled at any time. The secretary's responsibilities are to type committee minutes 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).

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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP is monitored on a weekly basis during our leadership team meetings and on a monthly basis with our other committees.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	43	18	27	23	24	25	0	0	0	160	
One or more suspensions	5	5	0	2	1	3	0	0	0	16	
Course failure in English Language Arts (ELA)	3	0	2	8	0	0	0	0	0	13	
Course failure in Math	3	0	2	8	0	0	0	0	0	13	
Level 1 on statewide ELA assessment	11	33	23	8	14	17	0	0	0	106	
Level 1 on statewide Math assessment	7	2	2	23	10	17	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	30	14	3	5	11	0	0	0	67	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	2	8	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	21	28	24	21	20	25	0	0	0	139	
One or more suspensions	1	0	1	0	5	12	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	11	12	29	0	0	0	52	
Level 1 on statewide Math assessment	0	0	0	10	11	42	0	0	0	63	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	27	40	9	10	12	0	0	0	128	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	11	4	16	43	0	0	0	82

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	21	28	24	21	20	25	0	0	0	139	
One or more suspensions	1	0	1	0	5	12	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	11	12	29	0	0	0	52	
Level 1 on statewide Math assessment	0	0	0	10	11	42	0	0	0	63	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	27	40	9	10	12	0	0	0	128	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	11	4	16	43	0	0	0	82

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	45	53	57	47	56	57		
ELA Learning Gains				57			45		
ELA Lowest 25th Percentile				43			40		
Math Achievement*	62	49	59	55	42	50	51		
Math Learning Gains				51			36		
Math Lowest 25th Percentile				49			19		
Science Achievement*	56	41	54	33	49	59	38		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	43	54	59	53			43		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	1
ELL	41			
AMI				
ASN				
BLK	54			
HSP	52			
MUL				
PAC				
WHT	72			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK	57			
HSP	45			
MUL				
PAC				
WHT	54			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			62			56					43
SWD	15			30							2	
ELL	42			46			35				5	43
AMI												
ASN												
BLK	47			49			47				4	
HSP	56			59			51				5	43
MUL												
PAC												
WHT	65			75			67				4	
FRL	52			56			55				5	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	57	57	43	55	51	49	33					53
SWD	24	44	27	28	44							38
ELL	38	46	26	40	40	42	13					53
AMI												
ASN												
BLK	43	79	75	49	62		36					
HSP	54	50	27	49	47	52	25					53
MUL												
PAC												
WHT	67	58	46	66	53	40	46					
FRL	50	54	38	49	48	45	26					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	45	40	51	36	19	38					43
SWD	26	55		39	45							30
ELL	46	48	38	43	45	18	20					43
AMI												
ASN												
BLK	41	33		37	13		6					
HSP	55	46	42	48	44	25	37					45
MUL												
PAC												
WHT	65	50		61	35		61					
FRL	57	40	38	51	40	27	34					40

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	43%	11%	54%	0%
04	2023 - Spring	69%	53%	16%	58%	11%
03	2023 - Spring	62%	42%	20%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	51%	3%	59%	-5%
04	2023 - Spring	76%	56%	20%	61%	15%
05	2023 - Spring	62%	44%	18%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	39%	17%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

There are two areas that show low performance.
Students with disabilities continue to be a subgroup below 41% for 3 years.
English language learners dropped below 41%.

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

Our overall proficiency increased for reading, math and science.
However our English language learners did decline in the prior year. The factors that contributed to this decline were staff and student attendance due to COVID. We will improve in this area with the new schedule for the upcoming year along with the new Elevation program for ELLs.

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

Students with disabilities continue to be a subgroup below 41% and has been for over 3 years. The lack of resources pertaining to their specific disabilities to service our students remains a contributing factor.

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

The most improvement was found in science. Contributing factors to this improvement include:
Collaborative planning and PLC's weekly.
Personalized learning twice a week.
High performing teams & committees.
Extra special time was added for 4th & 5th focused on science curriculum that was data driven.
Common formative assessments kindergarten - 5th grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is student attendance. We would like to increase our daily attendance rate and decrease the number of tardies and early checkouts. Based upon a staff survey last year we have also revised our schoolwide discipline plan and have a goal to decrease our referrals this year as well.

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

1. Learning gains for all students in reading and math.
2. Increase learning gains and proficiency for our ESE subgroups.
3. Increase learning gains and proficiency for our ELL subgroups.
4. Collaborative planning with intentional transdisciplinary connections to increase achievement in all areas.
5. Positive culture and environment to increase student attendance and decrease the number of discipline referrals.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Learning gains for all students from PM3 2023 to PM3 2024 will be our number 1 priority with a strong focus on reading, math, and science instruction for all students especially our ESE and ELL subgroups. This is a critical need because our ESSA edudata shows our ESE and ELL students are not making adequate learning gains.

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 the number of students below proficiency by at least 10% and a stretch goal of a minimum of 65% learning gains for all students from PM3 2023 to PM3 2024 in reading and math.

ELA proficiency will increase from 61% to 62%

Math proficiency will increase from 64% to 65%%

Science proficiency will increase from 56% to 57%

Additional stretch goals include:

Increase learning gains and proficiency for our ESE subgroups from 0 to 42%

Increase learning gains and proficiency for our ELL subgroups from 1% to 42%

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

School staff will provide students with multiple opportunities (Tuck in Tuesday, 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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

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)

By When: May

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Collaborative planning with intentional transdisciplinary connections to increase achievement in all areas and learning gains for all students. When teachers plan collaboratively and use common assessments, student achievement will increase. This is a critical need because as we continue to fully implementing BEST, teachers need to align tasks and assessments creating equivalent experiences during planning. 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.

ELA proficiency will increase from 61% to 62%

Math proficiency will increase from 64% to 65%%

Science proficiency will increase from 56% to 57%

Monitoring:

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

Collaborative planning will be monitored weekly in Toddle.

Person responsible for monitoring outcome:

Phillip Daniels (philcdaniels@hotmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Toddle.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Toddle incorporates all IB and ARC requirements to create transdisciplinary and conceptual based weekly lesson plans.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and gifted teacher will continue working with teams to ensure our science assessments and district quarterly assessments are administered and data used in planning to create standards based

instruction to increase ELA, math, and science proficiency.

District strategic plan goal 1: Student outcomes

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

By When: May

Principal and Assistant Principal will train the leadership team on using Toddle 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)

By When: May

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)

By When: June

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)

By When: June

Family Engagement Event: Family STEM night.

District strategic plan goal 3: Engaging family and community.

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

By When: June

Family Engagement Event: Reading and Writing Around the Campfire.

District strategic plan goal 3: Engaging family and community.

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

By When: December

Three days of professional development for teachers new to DEA on standards based instruction in our PYP IB.

District strategic plan goal 2: Develop great teachers and leaders

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

By When: August

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)

By When: May

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

By When: May

Classroom walkthroughs will be completed in Qualtrics weekly to monitor standards based instruction (2 calibration walks principal & assistant principal, 4 principal, 4 assistant principal).

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

By When: May

Family Engagement Event: Pastries with Parents

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

By When: By October

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dundee Elementary Academy will establish and sustain a positive culture to support student outcomes.

Measurable Outcome:

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

85% of students will have 90% or higher attendance from 75% in 22-23.

96% of students will end the year with no referrals from 91% in 22-23.

We will reduce our tardies by 15% from 2,207 in 22-23 to 1,876.

Monitoring:

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

PBIS monthly celebrations are planned on our calendar.

Weekly MTSS/MOST individual students meets for students showing early concern in these areas.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Parent engagement and use of our new student agendas will be used as an intervention to communicate with families and track PBIS daily points, reading logs, and attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Communication between school and home is essential to student success. Parent and family engagement leads to increase attendance in school and a decrease in tardiness. Use of the student agendas ensures open communication between school and home.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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.

Person Responsible: Michelle Carns (michelle.carns@polk-fl.net)

By When: May

Five 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, 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.

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

By When: May

Part of building a positive school culture and environment at Dundee Elementary Academy is to celebrate the achievements of all stake holders.

1. Weekly Wiz 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.
2. Monthly, is the Learner Profile Celebration Parade which includes the winners of the gold ticket drawing and all grade level Learner Profile winners.
3. 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.
4. Student-led conferences
5. International Night
6. IB Showcase nights by grade level
7. Fine Arts Night
8. Family STEM night

Person Responsible: Michelle Carns (michelle.carns@polk-fl.net)

By When: May

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations are determined based on our student data. Our school is identified as ATSI for our ESE and ELL subgroups. This is our number 1 area of focus and will continue to be until all of our students are showing annual learning gains and these subgroups have reached their target level of 42%.

Our ESE subgroup has not hit the target for more than 3 years. During the summer our leadership team met with the Florida Inclusion Network to create a better schedule to meet the needs of our students.

Our ELL subgroup has hit the target previously, but declined during the pandemic. An additional resource that will be used this year by our teachers is Elevation in addition to our ELL para pulling small groups of students for support.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Parent and family engagement plan and compact is available on our school/district webpage, our PEN notebook, student agendas and reviewed at the SAC committee, other school committees, and at our Title I annual meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our family engagement calendar is created and printed in our student agendas and available on our school website to download. Staff capacity building professional development on parent conferences, student led conferences, effectively communicate with families, and family/school relationship. Family and community input is gathered each year to improve our plans for the upcoming year at SAC meetings and available digitally as well as Spanish on our website, social media, and through our Saturday newsletters. This helps reduce barriers with family engagement.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We strengthen our academic program through supplemental staff such as literacy coach, reading interventionist, and para professionals. Supplemental resources including classroom library books, running records, student portfolios, document cameras, and student supplies. During the summer we strengthen our academic program by providing summer learning for our students in addition to extended learning tutoring throughout the school year. We also strengthen our academic program by providing professional development and collaborative planning opportunities throughout the year.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Data Com
School Improvement Planning Trainings
Regional (area) Meetings
Summer Leadership Academy
Title I Technical Assistance – Use of Funds, PFE Input, Back to School Mtg
Comprehensive Needs Assessment Technical Assistance
ESE, Migrant, Early Childhood, Cambridge/IB, Work Force

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Resources are provided on the the district website: <https://polkschoolsfl.com/mentalhealth/>

Additionally our school counselor and mental health team provides:

- Individual Counseling
- Group Counseling
- School Consultations
- Drumbeat Program
- Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health, Sweet Center – Winter Haven Hospital
 - o Support Groups
 - o Grief Support

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Preparation for post secondary opportunities include:

- Dual Enrollment
- IB/Cambridge
- Career Academies
- Vocational Schools
- Building Capacity of Events – Transition events

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We are a model PBIS school which helps us prevent problem behavior, however, we do often have behaviors that require more intervention and support. During our weekly leadership team meetings and weekly ESE team meeting we address the needs of our students and how to support them further utilizing the MTSS process, school counselor, mental health therapist, and school psychologist.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We provide weekly professional learning communities to improve instruction and data with our grade level teams in addition to weekly collaborative planning meetings.

Data Com meetings are held to share and review data for our schools.

Additional funds and recruitment are provided by the district to support our need for teachers:

- Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective
- Recruitment and Educator Quality Department - PCPS Culture Ambassador Program

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each year we provide an "Up and Coming Inquirer" event to welcome our students transitioning from preschool to kindergarten. In addition to the opportunities provided by the district:

- Early Childhood - <https://polkschoolsfl.com/earlychildhood/>
- Head Start
- VPK (Title I, ESE and non-Title I)
- Kindergarten Round Up
- Kindergarten Readiness Camps
- Books Bridge Bus
- Migrant Early Childhood Services

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No