Dune Lakes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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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 Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

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.

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, 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
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 an 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	Mrs. Kane serves as an Assistant Principal at Dune Lakes Elementary School. She supports professional development, school discipline, attendance, and instructional staff that results in student learning. She sits on the School Advisory Council.
Gil, Nicole	Teacher, K-12	Nicole Gil is a classroom teacher, SIP Chair for Dune Lakes Elementary, grade level chair for first grade and a SAC team member.
Gonzalez, Rachel	Instructional Media	Ms. Rachel is the media specialist at DLE.
Halfacre-Wood, Shelia	Teacher, K-12	Ms. Halfacre-Wood is our AVID representative and fourth grade teacher.
Sandoe, Kristen	SAC Member	Mrs. Sandoe is one of DLE's parents and a SAC member.
Standley, Jessica	SAC Member	Mrs. Standley is one of DLE's parents and a SAC member.
Hahn, Dana	SAC Member	Mrs. Hahn is one of DLE's parents and a SAC member.
Isolano, Michelle	Administrative Support	Mrs. Isolano is DLE's and our SAC team Secretary.
Hurley, Marie	Instructional Coach	Ms. Hurley is our literacy coach.
Lynn, Jamie	Parent Engagement Liaison	Jamie Lynn is our Booster president and a SAC committee member.
Kavanagh, Bernadette	Teacher, K-12	Ms. Kavanagh is the grade level chair for kindergarten.

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.

At Dune Lakes Elementary we have a School Advisory Council which includes all stakeholders. We advertise and encourage people to become a part of our SAC. At these meetings goals and progress is discussed which becomes the focus points for our SIP. These SAC members are also invited to our SIP manufacturing day.

At Manufacturing Day, the school's data is reviewed with the SIP team and parents. We discuss data and trends to determine the goals of the SIP. This includes the action steps needed to reach our goals

Consulting with various stakeholder groups is critical in formulating 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.

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))

At Dune Lakes Elementary our school improvement plan will be regularly monitored by the corresponding leadership team member. Our goals and progress will be compared after each testing window has closed. The data we find will determine the path of modifications we need to take, if any. The growth of our students with the greatest achievement gap will be monitored biweekly by their Tier 2 and 3 small group instructors. We will revise their instruction and then our plan as necessary according to the data we find at each progress monitoring point throughout the year.

Teachers meet twice a month in Professional Learning Communities to plan, review data and monitor student progress towards our goals. Teachers in grades 2-5 meet in grade level departments, while teachers in grades K-1 focus on literacy. Data chats are held after each testing cycle to celebrate success and determine root causes of lagging achievement gaps. Teams work to problem-solve and determine the best way to teach students to meet their needs.

Students set goals with their teacher's assistance so that they can monitor their own growth and success. Students in grades K-1 may set goals towards learning specific words and patterns. Students in grades 2-5 may set goals based on test scores, acquiring knowledge such a math facts or morphemes, etc.

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 KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	28%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 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	39	40	28	23	32	18	0	0	0	180
One or more suspensions	2	2	1	2	1	4	0	0	0	12
Course failure in English Language Arts (ELA)	2	7	4	5	0	0	0	0	0	18
Course failure in Math	1	2	7	2	0	2	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	11	9	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	3	12	10	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	23	25	32	36	27	15	0	0	0	158
	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 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	8	9	12	10	12	4	0	0	0	55

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	13	6	3	5	2	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	14	9	8	6	4	0	0	0	47
Course failure in Math	6	6	5	2	6	4	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	2	15	11	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	15	11	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	4	5	4	2	9	5	0	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	6	2	4	3	0	0	0	0	28
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	14	9	8	6	4	0	0	0	47
Course failure in Math	6	6	5	2	6	4	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	2	15	11	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	15	11	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	4	5	4	2	9	5	0	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	6	2	4	3	0	0	0	0	28
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*	73	61	53	72	63	56	69		
ELA Learning Gains				62			67		
ELA Lowest 25th Percentile				52			50		
Math Achievement*	81	73	59	75	55	50	75		
Math Learning Gains				69			83		
Math Lowest 25th Percentile				56			76		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	86	72	54	53	69	59	74		
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress	65	65	59	83			55		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	522
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	49			
ELL	33	Yes	1	
AMI				
ASN				
BLK	55			
HSP	51			
MUL	76			
PAC				
WHT	86			
FRL	58			

		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	43			
ELL	44			
AMI				
ASN				
BLK				
HSP	48			
MUL	73			
PAC				
WHT	69			
FRL	54			

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	73			81			86					65
SWD	32			48			63				5	63
ELL	22			36							4	65
AMI												
ASN												
BLK	50			60							2	
HSP	35			55			58				5	65
MUL	63			88							2	
PAC												
WHT	82			87			90				4	
FRL	45			61			74				5	61

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	72	62	52	75	69	56	53					83
SWD	25	46	46	39	45	50	13					76
ELL	27	46	45	33	53	56	11					83
AMI												
ASN												
BLK												
HSP	33	45	45	41	60	59	18					82
MUL	69			77								
PAC												
WHT	82	65	54	84	73	54	68					
FRL	45	50	48	53	58	59	33					84

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	69	67	50	75	83	76	74					55
SWD	40	58		65	100		50					42
ELL	18	55		31	82		30					55

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
AMI												
ASN												
BLK												
HSP	35	50	45	43	78	75	47					56
MUL	80			80								
PAC												
WHT	79	75		85	88		84					
FRL	53	73	64	52	86	80	63					57

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	77%	64%	13%	54%	23%
04	2023 - Spring	65%	64%	1%	58%	7%
03	2023 - Spring	75%	59%	16%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	81%	72%	9%	59%	22%
04	2023 - Spring	76%	76%	0%	61%	15%
05	2023 - Spring	83%	72%	11%	55%	28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	83%	67%	16%	51%	32%

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.

The data component that showed the lowest performance in the 2022-23 school year was English Language Arts. Third grade proficiency was 74%, fourth grade proficiency was 66% and fifth grade proficiency was 77%. Overall, ELA proficiency was lower than math proficiency. There was a larger group of students with SWD in fourth grade and not all of those students were proficient.

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

Fourth grade English Language Arts and math showed the greatest decline from the past year. In 2021-22, fourth grade ELA proficiency was 71%. In 2022-23 it was 75%. In 2021-22, fourth grade math proficiency was 82%. In 2022-23, it was 76%. Again, this group of students has a larger number of SWD. Their proficiency levels were not has high as the previous year.

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.

We are above the state average in ALL tested categories for proficiency.

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

The data component with the greatest improvement was Science proficiency. In 2021-22, fifth grade science proficiency was at 54%. In 2022-23, the fifth grade science proficiency was 83%. During the 2022-23 year, our fifth grade science teachers dedicated extra time to planning science and utilizing the WCSB approved curriculum to increase the rigor of science instruction.

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

One area of concern is attendance. There were 180 students (19% of the school population) that had attendance below 90%. Many students are also tardy, but that is not reflected in the data. There were no incentive plans in place for attendance in the 2022-23 year. The second area of concern is the students reported as having a "substantial reading deficiency." 17% of the school population falls into this category. The largest majority were in 2nd and 3rd grade.

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

1. Increase ELA proficiency
2. Increase math proficiency
3. Increase learning gains and growth of SWD and ELL

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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.

In the 2023-2024 school year we will ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates and proficiency. 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 2023-2024, 80% of all K-2 students will have made a year of growth in a year's time and 80% of students in grades 3-5 will score a 3 or higher showing proficiency.

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 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.)

Interventions will include the implementation of ReadyGen, Lexia, and ExactPath which are WCSD approved curriculum. 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 Intervention:
Explain the rationale for selecting this specific strategy.

Pearson ReadyGen, Lexia, and ExactPath are research based, standards aligned curricula that is district approved. All resources used will be researched 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.

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.

Implementation of Tier 1 instruction using WCSB approved curriculum.

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

By When: By May 2024.

Train teachers and aids on new digital ELA platforms, including Reading Eggs and Lexia. Review WCSB approved interventions and expectations.

Person Responsible: [no one identified]

By When: By August 30, 2023.

Teacher collaboration and planning.

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

By When: This will be done weekly.

Grades K-2 will use Phonics First and UFLI to provide foundational phonics instruction.

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

By When: This will be done daily.

Identified students will receive 30 minutes of Tier 2 support by teachers and instructional aides using researched based materials.

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

By When: This will be done weekly as needed.

Identified students will receive 30 minutes of Tier 3 support by teachers using research based materials.

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

By When: This will be done daily.

Teachers will participate in grade level PLCs including intentional planning, standards based instruction, meaningful common assignments, and grading.

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

By When: This will happen at lest twice a month.

Third through fifth 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)

By When: By May 24th.

DLE will host a Family Read night to promote literacy.

Person Responsible: Rachel Gonzalez (rachel.gonzalez@walton.k12.fl.us)

By When: By May 2024.

#2. Instructional Practice specifically relating to Math

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.

In the 2023-2024 school year we will ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates and proficiency. 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 2023-2024, 80% of all K-2 students will have made a year of growth in a year's time and 80% of students in grades 3-5 will score a 3 or higher showing proficiency.

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

The FAST assessment will be used to monitor progress. Classroom grades, formative and summative assessments will be used 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 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.)

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 Intervention:
Explain the rationale for selecting this specific 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.

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.

Clear expectations for Tier 1, Tier 2, and Tier 3 instruction as well as differentiation.

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

By When: By August 23rd.

Teacher collaboration and planning.

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

By When: This will happen weekly.

Identified students will receive 30 minutes of Tier 2 and/or Tier 3 support by teachers and instructional aides using researched based materials.

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

By When: This will happen daily as needed.

Teachers will participate in grade level PLCs including intentional planning, standards based instruction, meaningful common assignments, and grading.

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

By When: This will happen twice a month.

Third through fifth 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)

By When: By May 24th.

DLE will host a Family STEM night to promote math and science.

Person Responsible: Maria Young (maria.young@walton.k12.fl.us)

By When: By May 24th.

#3. Positive Culture and Environment specifically relating to Other

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.

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. 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 will set up accounts on FOCUS, 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.

By creating a safe and positive school culture we will decrease our discipline referrals by 10% the 2023-2024 school year.

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

We can monitor this by using FOCUS.

Person responsible for monitoring outcome:

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

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.)

The evidence-based programs we will be using is Capturing Kids' hearts and AVID. Dune Lakes Elementary teachers and staff utilize Sand Dollars as a classroom incentive for good behavior and Sandpiper PALS (positive aspiring leaders) All of these will increase our student engagement and morale.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Capturing Kids' Hearts promotes relevance, rigor and relationships. By teaching students respect and responsibility the process supports diversity, character education, bully prevention, service-learning and safe school initiatives. The entire process teaches employability skills and promotes career preparation.

AVID (Advancement Via Individual Determination) teaches skills and behaviors for academic success. Provides intensive support with tutorials and strong student/teacher relationships. Creates a positive peer group for students and develops a sense of hope for personal achievement gained through hard work and determination.

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.

Implementation of Capturing Kids' Hearts, including social contracts and essential questions.

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

By When: Before the end of August 2023.

Start of Sandpiper PALS.

Person Responsible: Shelia Halfacre-Wood (sheila.halfacrewood@walton.k12.fl.us)

By When: Before December 2023.

Implementation of AVID cheers and binders in grades 3-5.

Person Responsible: Shelia Halfacre-Wood (sheila.halfacrewood@walton.k12.fl.us)

By When: Before September first.

Implementation of Sand Dollars.

Person Responsible: Jennifer Nick (nickj@walton.k12.fl.us)

By When: Starting the first week of school.

#4. 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 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.

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 2023-2024 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 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.)

Dune Lakes Elementary will implement a school wide PLC for the 2023-2024 school year focusing on data driven instruction. Every two weeks teachers will meet to discuss lessons, student progress, and needed changes to instruction. Teachers will discuss data relating to overall learning growth rates and progress.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

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.

Principal will clarify PLC expectations.

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

By When: Within the first month of school.

PLCs will be scheduled during grade level planning times.

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

By When: Meetings will happen twice a month and the dates are set.

Teachers will be provided with initial training on creating and maintaining data binders.

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

By When: During our pre-planning.

Teachers will be provided with training in data driven instruction, questioning, student feedback, and standard and task alignment.

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

By When: This will be discussed at every meeting.

Teachers will actively participate in a PLC focused on data driven decision making.

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

By When: The entire year, twice a month.

Teachers will collaborate, reflect, and adjust instruction based on student need.

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

By When: During each meeting.

#5. ESSA Subgroup specifically relating to Students with Disabilities

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.

When analyzing the data from 2022-23 and previous years, we see that our students with disabilities have a lower proficiency and lower growth rates compared to their peers. In 2022-23, the proficiency scores were as follows: English Language Arts - 3rd grade: 29%, 4th grade: 17%, 5th grade: 15%. Math - 3rd grade: 43%, 4th grade: 50%, 5th grade: 31%. Although these students receive additional services to close the achievement gap, they still do not perform as well as their peers.

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

By June 2024 80% of our ESE students will make a learning gain on the English Language Arts FAST assessment.

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

Student performance will be measured each progress monitoring cycle. Students scores in fourth and fifth grade will be compared to their scores from the previous year. Scale scores will be monitored to determine if sufficient progress is being made.

Person responsible for monitoring outcome:

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

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.)

Research based interventions including UFLI, Phonics First, Sonday System and Lexia will be utilized in conjunction with Tier 1 instruction of ReadyGen. Students will be provided required minutes with ESE instructors in both small groups outside the general education classroom and inside the general education classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In prior years, most students received support outside the classroom. This year students will receive services while in general education classrooms with the support of an ESE teacher to push in. Our students scoring a level 1 in the 2022-23 year will also receive additional support during scheduled Tier 3 time to continue to address their IEP goals. By providing additional services to our ESE students, the achievement gap should close and students should make sufficient learning gains.

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 2 - Moderate 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.

Create a schedule for fourth grade and fifth grade push in services for ESE students during general education classrooms as well as additional pull out services for the students with greater needs

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

By When: August 18, 2023

Provide push in services to SWD in grades 4 and 5 and when possible grade 3. ESE teachers will assist students in their general education classes (ELA and/or math) in small groups while also using IEP goals.

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

By When: May 2024

Provide pull out services for "bubble" students and those with the greatest need according to F.A.S.T. in grades 4-5.

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

By When: May 2024

Conduct data chats with ESE teachers to discuss progress of SWD to celebrate success and determine root causes of students not growing as fast as desired to come up with a plan to meet student needs

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

By When: At the end of each PM cycle

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: Instructional Practice: ELA				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0154 - Dune Lakes Elementary School	School Improvement Funds		$2,000.00
			Notes: Letter tiles, magnetic letters and materials for implementation of UFLI, incentives for reading night			

2	III.B.	Area of Focus: Instructional Practice: Math				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0154 - Dune Lakes Elementary School	School Improvement Funds		$2,000.00
			Notes: Math manipulatives and incentives for STEM night			

3	III.B.	Area of Focus: Positive Culture and Environment: Other				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0154 - Dune Lakes Elementary School	School Improvement Funds		$2,000.00
			Notes: Safety vests for Sandpiper Pals, additional AVID binders and tabs, chart paper for social contracts, incentives for students, AVID posters			

4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,000.00
			Notes: Data binders and dividers, paper for copies of reports			
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$1,027.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,027.00
			Notes: Chart paper for anchor charts, additional intervention kits for student use			
					Total:	$8,027.00

Budget Approval

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

No