

Pinellas County Schools

Dunedin Elementary School



2022-23 Schoolwide Improvement Plan

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Dunedin Elementary School

900 UNION ST, Dunedin, FL 34698

<http://www.dunedin-es.pinellas.k12.fl.us>

Demographics

Principal: Christina Murphy

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (46%) 2020-21: (48%) 2018-19: B (54%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dunedin Elementary is to be responsive to the academic, emotional, and social needs of each child. We will work to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Murphy, Christina	Principal	Lead the teachers and staff by: setting goals, ensure students meet their learning targets, oversee the day to day operations that may include: budgets, hiring of staff, school wide discipline, curriculum, and equity.
Killian, Tamara	Assistant Principal	Lead the teachers and staff by: setting goals, ensure students meet their learning targets, oversee the day to day operations that may include: budgets, hiring of staff, school wide discipline, curriculum, and equity.
Anthony, Lynne	Attendance/ Social Work	The social worker/attendance coordinator assists our families and students with resources to address food insecurities, counseling resources, homelessness, crisis intervention and any other social emotional needs. In addition, she monitors our attendance and leads the Child Study Team which addresses barriers for student attendance which has a strong impact on academic performance. The social worker also serves on our MTSS, Equity and PBIS team.
Borland, Cindy	Instructional Coach	The MTSS coach will work closely with our school educational diagnostician, psych and admin team to assess and monitor our Tier II and III students. The MTSS team members will collaborate with the classroom teachers and interventionists about Tier II and III students' progress. The MTSS coach and educational diagnostician will focus on Tier II and III students. The MTSS will collaborate with teams on how to differentiate instruction during core and small groups. Additionally, she will work with small groups.

Demographic Information

Principal start date

Friday 7/1/2022, Christina Murphy

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

453

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

1

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

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	83	79	75	72	76	0	0	0	0	0	0	0	449
Attendance below 90 percent	1	19	23	26	18	26	0	0	0	0	0	0	0	113
One or more suspensions	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	25	16	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	24	19	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	1	12	9	0	0	0	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	16	14	14	20	20	0	0	0	0	0	0	0	84

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

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

Date this data was collected or last updated

Wednesday 7/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	75	81	83	80	70	0	0	0	0	0	0	0	425
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	4	5	2	6	3	0	0	0	0	0	0	0	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	29	21	32	26	0	0	0	0	0	0	0	111

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	75	81	83	80	70	0	0	0	0	0	0	0	425
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	1	4	5	2	6	3	0	0	0	0	0	0	0	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	29	21	32	26	0	0	0	0	0	0	0	111

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%			50%			50%	54%	57%
ELA Learning Gains	50%			54%			58%	59%	58%
ELA Lowest 25th Percentile	38%			53%			63%	54%	53%
Math Achievement	50%			54%			55%	61%	63%
Math Learning Gains	61%			51%			58%	61%	62%
Math Lowest 25th Percentile	40%			37%			55%	48%	51%
Science Achievement	33%			40%			41%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	56%	-4%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	46%	56%	-10%	58%	-12%
Cohort Comparison		-52%				
05	2022					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	62%	-16%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	64%	0%
Cohort Comparison		-46%				
05	2022					
	2019	53%	60%	-7%	60%	-7%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	54%	-12%	53%	-11%

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	27		28	63	54	6				
ELL	39	56	41	51	67		17				
BLK	38	41		32	56	36	21				
HSP	46	50	31	55	58	50	24				
MUL	64			40							
WHT	58	58		59	72		50				
FRL	50	52	50	46	54	29	31				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	38	50	29	32		18				
ELL	44	62		55	64		38				
BLK	25	36		28	27		13				
HSP	51	58		60	67		41				
MUL	55			64							
WHT	64	59		61	44		52				
FRL	51	54	50	51	45	33	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	44	69	31	53	57	16				
ELL	40	63	67	49	49	52	32				
BLK	19	58	60	31	58	50	7				
HSP	52	65	77	58	60	65	31				
MUL	85			77							
WHT	55	49	50	58	56	33	52				
FRL	45	57	64	50	56	51	29				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Standards-based data (FSA, MAP, formative assessments, etc.) collected from the 2021-2022 school year indicated proficiency levels of 48% on the Florida State Assessment of English Language Arts, 50% on the Florida State Standards Assessment of Mathematics and 33% on the Florida Science State Standards Assessment. MAP data from winter 2022 indicates projected proficiency levels of 51% for English Language Arts and 58% for Mathematics. Students need to be provided with increased consistent tasks aligned to grade level appropriate standards. Proficiency will increase with consistent opportunities for student to be successful with standards-aligned tasks. Teachers need increased effective teaching methods to support learning.

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

Based on 2022 state assessment the data components that demonstrate the greatest need for improvement are

Mathematics decrease from 55% proficient to 42% in 3rd grade, 62% to 51% in 4th grade and the reading decrease from 60% proficient to 44% in 4th grade. The gaps in content mastery are not being filled thereby causing ongoing decreases in proficiency.

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

Contributing factors to this need for improvement...possibly students weak in fact fluency, number sense, below grade level reading impacts student performance on math problems. The gaps in phonics in intermediate grades impeded the ability for students to fluently read and comprehend grade level texts.

New actions to address this need for improvement...teachers disaggregate the data in PLCs to determine specific standards that need remediation and/or enrichment for the students they have 22-23 school year. Teachers collaboratively plan for whole group and/or small group instruction. Small group instruction must be specific and targeted to fill the gaps that have been demonstrated on performance data.

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

Mathematics increased from 45% to 52% proficient in 5th grade.
Reading increased from 41% to 48% in 3rd grade.

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

READING - Theoretically, the emphasis on filling phonics gaps in primary grades has helped the reading instruction and proficiency in 3rd grade students.

MATH - The cohort of 5th grade students was stronger in number sense and fluency than the previous group of 5th graders. We used the ESOL teacher in a 5th grade sheltered instruction ESOL setting and 93% of the class showed learning gains with 100% of L25 learning gains. (15 students total and 10 L25 students)

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

The continuing of Project 23 Reading and Math interventionists working with students who do not yet have fluency will fill in gaps for our more struggling students. The use of differentiated teaching during school and extended learning will help to accelerate the learning. Students must have more time focused on their specific needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will continue to work with the gifted department on differentiated instruction to meet the needs of all learners. We will work with content specialists to develop teacher and leader understanding of the new standards and how to best teach the standards to all students.

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

The teachers and leaders will participate in ongoing PD around the BEST standards as well as true differentiated instruction. Thinking Maps are being used to help students learn and retain information. AVID strategies will continue to be developed and used to prepare our students for middle school success.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: Our black students' data continues to fall short of school and district goals. This year's data shows ELA 25% proficiency with 36% learning gains and MATH 28% proficiency with 27% learning gains.
Include a rationale that explains how it was identified as a critical need from the data reviewed. The behavior referral data is also disproportionate showing 44% of the referrals for black students despite the fact that black students only represent 20% of the overall school population.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The plan is to reduce the % of referrals for black students. The goal is to have the % of referrals to be proportionate to the number of black students vs. non-black students and referrals. Through the PBIS Reboot and the continuing work with equity and restorative practices, we will improve our behavior and academic outcomes. Goal is 62% proficiency and gains in all content areas.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. MTSS coach and team will systematically monitor black student behavior and performance data through regular MTSS meetings. Teachers and admin team will monitor the data through PLCs and individual teacher meetings to determine students' needs and progress.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Restorative Practices and PBIS will be used to address the behavior responses and processes and routines in classrooms. For academic data, we will use previous grade level data, ELFAC data in primary and phonics gaps data in intermediate to determine how to fill the holes that students have in their understanding of words and sounds. The most effective, lasting way for impact is for this to happen in the primary grades before the students get to 3rd grade.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. During the 21-22 school year, we used a screening tool to identify gaps for intermediate students in phonics and fluency. The results showed huge gaps for MANY of our most struggling students. As we worked to fill these gaps, we saw gains in the phonics assessments HOWEVER, the gains were not reflected on MAP or grade level assessments. This confirmed that the gaps MUST be filled in the primary grades in order to make an impact.

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.

Pull the results of previous grade level testing to include state tests as well as running records and other assessments

Person Responsible Cindy Borland (borlandc@pcsb.org)

Disaggregate those results and plan for updated assessments of specific deficiencies --- create a plan to address with appropriate interventions and establish progress monitoring tool - person to administer and schedule.

Person Responsible Cindy Borland (borlandc@pcsb.org)

MTSS team to meet to analyze data and make any necessary adjustments and celebrate successes. Meet with teachers in data analysis PLCs and plan next steps - to continue or modify intervention instruction plan.

Person Responsible Tamara Killian (killiant@pcsb.org)

Walk through classrooms frequently to assess instruction and monitor the implementation of small group differentiation --- admin team and coaches

Person Responsible Christina Murphy (murphychr@pcsb.org)

#2. 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 critical need from the data reviewed.

Upon data review, we see that our ESE proficiency scores have shown minimal to no gains over the least three years. Learning gains and L25 learning gains have also shown little improvement, We believe that increased proficiency from our ESE subgroup will lead to a much improved overall school score. We also believe that maintaining high, grade level expectations for all ESE students will lead to learning gains and increased proficiency.

Measurable**Outcome:**

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

Students with disabilities proficiency in ELA will increase from 20% to 62% as measured by the FAST Assessment.
Students with disabilities proficiency in Math will increase from 28% to 62% as measured by the FAST Assessment.

Monitoring:

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

This Area of Focus will be monitored by End of Module assessments, STAR and FAST progress monitoring results, Dreambox and Istation achievement, walk-through feedback, and IEP reviews.

Person responsible for monitoring outcome:

Cindy Borland (borlandc@pcsb.org)

Evidence-based Strategy:

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

We will provide self-contained students and teachers with grade level curriculum and provide students with appropriate supports based on their IEP, as well as using a mainstreaming model when appropriate. VE Resource teachers will participate in a push in model, collaborating with general education teachers on planning and instructional strategies, as well as reviewing data and making instructional decisions based on that data.

Rationale for Evidence-based Strategy:

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

Students have a better chance of mastering grade level standards if the majority of their day is spent in a Gen Ed classroom. ESE teachers will collaborate and co-teach with Gen Ed classrooms in order to provide specialized instruction to ESE while aligning to grade level standards. Foundational gaps will be addressed during the intervention block in small groups.

Action Steps to Implement

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

1. Provide embedded PD and coaching supports centered around utilizing data to drive instruction.
2. Ensure the ESE teachers receive on going PD aligned to implementing standards-based instruction.
3. Schedule structured, collaborative planning session with Content Coaches.
4. Ensure instructional supports are in place during core instruction and independent practice for students with exceptional needs. These supports include access to grade-level text and beyond as well as small

group instruction based on data.

5. Implement a process for placing students of ESE in master schedule first in order to optimize service delivery and focus on a clustering process to meet student needs.

6. Provide time for gen ed and ESE staff to collaborate and co-plan on developing SDI that meets the needs of students.

7. Create a climate where IEPs are adjusted as needed based on the data and needs of students.

Person Responsible Christina Murphy (murphychr@pcsb.org)

RAISE

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

Area of Focus Description and Rationale

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

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

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

Small group differentiated instruction will occur using an appropriate intervention to address students' needs.

Gain a deep understanding of the B.E.S.T. standards to improve student outcomes.

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

Small group differentiated instruction will occur using an appropriate intervention to address students' needs.

Gain a deep understanding of the B.E.S.T. standards to improve student outcomes.

48% of 3rd grade students performed below level on the FSA ELA.

56% of 4th grade students performed below level on the FSA ELA.

% of 5th grade students performed below level on the FSA ELA.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

Increase the % of students scoring proficient on any standardized ELA assessments to 62% in grades K-2

Grades 3-5: Measureable Outcome(s)

Increase the % of students scoring proficient on any standardized ELA assessments to 62% in grades 3-5

Monitoring:

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

We will use ELFAC cycle data, CORE phonics surveys, other formative data, diagnostic assessments, and the results of each cycle of the FAST assessments to determine progress and address specific needs. We will have ongoing progress monitoring tools established for each student.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Borland, Cindy, borlandc@pcsb.org

Evidence-based Practices/Programs:

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

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

Based on students' needs, the interventions we will use are as follows:

LLI, Jan Richardson routines, Fun with Phonics, iStation, iReady, Nemours, Alphabet tracing, One Minute Activities & Other Phonological Awareness Tasks

Rationale for Evidence-based Practices/Programs:

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

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

The listed practices and interventions have been determined by our district to be effective with the students in our population. We will use our intervention resource map to line up the need and the intervention.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Assessment - the first step will be to assess where each student is "right now" This will happen with grade level teachers, Title I teachers/interventionists and admin team members.	Murphy, Christina, murphychr@pcsb.org
The MTSS team will assess the progress monitoring of Tier 2/3 students biweekly to determine progress and interact with teachers to communicate results and next steps.	Borland, Cindy, borlandc@pcsb.org
Administration will walk through classroom to do fidelity checks on the differentiated instruction and monitoring processes.	Murphy, Christina, murphychr@pcsb.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Dunedin Elementary addresses a building of positive school culture and environment ensuring all stakeholders are involved by doing the following:

1. Administrators will communicate regularly with parents/families about school events (e.g. Family Literacy Night, Student-led conferences) to promote engagement and incentives throughout the school year.
2. Administrators, MTSS Coach, PBIS Team and teachers will provide evening events (virtually and/or in person) for parent workshops on ways to be involved in the school community and help support their child at home behaviorally and academically a minimum of two times per year.
3. Teachers will purposefully involve families with opportunities for them to advocate for their child on an ongoing basis by scheduling virtual and/or face-to-face meetings throughout the school year.
4. Families will be provided and given detailed explanation of the School & Family Compact.
5. All staff will build positive relationships with families by conducting home visits, meeting face to face/ virtually, and/or making phone calls home - keeping them updated through Connect Ed calls, website, PTA Facebook, newsletters and personal notes on an ongoing basis.
6. ESOL and bilingual teachers will provide translations during the school day and during virtual meetings/ events which are correlated to academic learning for non-English speaking parents throughout the school year.
7. Teachers will provide an Open House Orientation before school begins informing families of expectations and overall information about the school and community.
8. Teachers will ensure each family indicates the best way to communicate their child's progress throughout the year (phone, text, email, virtual meetings, etc.)
9. The school website and phone calls home will be updated on a continuous basis throughout the school year.
10. Families and students will be surveyed about their interests, concerns and any input they would like to offer for school processes, procedures, rewards, or events.

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

Administrators - lead the school by setting the tone with staff, students and families. We have established Dunedin Elementary as the "Happiest School on Earth", a description that has been accepted by all who are a part of the family. Administration solicits and values the input of all stakeholders when making decisions about the happenings of Dunedin Elementary.

Teachers and Classroom Support Staff - every person who works with our students in an academic setting is expected to set a positive tone and establish a supportive environment for ALL students.

Office Staff - the first interaction many people have on our school campus and/or the telephone is with a member of our front office staff. They play a key role in creating a positive experience for students, family and community members.

Cafeteria Staff - every student, every day will visit our cafeteria for their lunch period. It is imperative that the staff members in the cafeteria welcome the students and interact with them in a positive manner.

Plant Operations Staff - our plant operators play a key role in creating a positive environment for our learners, staff and families. They keep our campus clean and safe and this is greatly important when considering how our stakeholders truly "feel" while here at school.