School Improvement Plan
2015-2016

Dunedin Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Dunedin Elementary	Kerry	Apuzzo

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Eric	Houghton

SCHOOL VISION - What is your school's vision statement?

100% student success.

SCHOOL MISSION - What is your school's mission statement?

The mission of Dunedin Elementary is to be responsive to the academic, social and emotional needs of each child.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The teachers will be going into the community to welcome students back the 15-16 school year. Teachers will do an initial survey to learn about each child's background. The ESOL, Title One, and classroom teachers will hold monthly meetings for parents to make the school and parent connection stronger. Teachers will be encouraged to make home visits to learn more about each child's individual situation. This process will be implemented and monitored through the school's school based leadership team.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

The CHAMPS program will be the plan that is implemented throughout the school. This will be the framework for the classroom. This consistency will assist in creating a safe environment during the school day. The school's social worker and school counselor will provide classroom lessons that will teach students how to deal with situations. Before and after school there is a specific plan for staff to be highly visible. In addition the school based leadership team and safety committee will systematically review our process throughout the year. We will be implementing a school wide program to support the CHAMPS within the classrooms. STAR (Safety First, Think, Learn, and Achieve and Respect Others)

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

CHAMPS is the school wide behavior management system that the staff will use as a framework. If this plan is not effective in dealing with discipline, a priority system is in place. A teacher/staff member may request additional support from the behavior team. This team consists of the behavior specialist, school counselor, RtI coach, social worker and administration. This process will be monitored by the school based leadership team.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The mission of Dunedin is to attend to the whole child. The social-emotional needs will be met through a variety of resources available to the school. Collaborating, the school counselor and social worker will create a system for obtaining information from teachers on any child that may need additional support. The response to intervention team will look at data that may signal a child in need of services.

The volunteer coordinator will be responsible for recruiting mentors/ volunteers that will be assigned to specific children based on need.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

<div align="right">Add Member   Delete Member</div>

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Eric	Houghton	Community Member
Juana	Lopez	Parent
Andrew	Wiener	Parent
Terri	Davis	Community Member
Linda	Oreste	School Employee
Terri	Milo	Community Member
Kerry	Apuzzo	Principal
Danny	Lennox	MTSScoach

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

The school improvement plan was implemented last year and we have results on state testing from one academic area. The science scores increased by seven percentage points from the previous year. The school based leadership and MTSS teams monitored the progress of each sub group and met with teachers to share information. The grade level teams then worked together during PLCs to adjust instruction. This was supported by the half time math and reading coaches and administration.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The 14-15 school improvement funds were allocated for the following:
Ten iPads were purchased and made into classroom labs for our intermediate students
Money was appropriated for two teachers to attend AVID training in June of 2015.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

A meeting will occur in August of 2015. During this time the school improvement plan will be shared with all members. The plan will be sent electronically to the SAC members.   Discussion will then take place during the September SAC meeting and input/comments will be addressed.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC activities will involve support for our connection to the community initiative. This will include monthly meetings with the parent community in order to support the child and family. In addition, financial support will be in the area of technology and AVID.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SAC will be asked to continuing supporting the technology initiatives of iPad labs within the classroom. In addition, we will ask for substitutes to allow our teachers implementing AVID to meet periodically for professional development.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◉ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Kerry	Apuzzo	apuzzok@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Elementary/ Educational Leadership	20	1
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Tina	Murphy	murphychr@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	ESE, Elementary, Educational Leadership	3	1
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

# of instructional employees: ___55___

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): __96%__

% certified infield, pursuant to Section 1012.2315(2), F.S.: __96%__

% ESOL endorsed: __98%__

% reading endorsed: __20__

% with advanced degrees: __40__

% National Board Certified: __10__

% first-year teachers: _____

% with 1-5 years of experience: __10%__

% with 6-14 years of experience: __56%__

% with 15 or more years of experience: __32%__

PARAPROFESSIONALS

of paraprofessionals: __0__

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): __100%__

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

The school, in conjunction with the district has a formal teacher mentoring system. A school mentor is assigned to all new teachers. In addition to the school wide mentor, a grade level mentor will also be working with the new teacher. Monthly meetings will be held with the new teacher, mentor and administrator to monitor the teacher's progress.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Dunedin voted to be part of the Marzano pilot. in 14-15. This current year we will continue to learn and refine our teaching practices as outlined by our learning map. The instructional staff/administrators are all attending professional development throughout the year to evaluate our progress as a school and also self reflection by each teacher. Collaborative planning and professional learning communities will be part of the school's weekly schedule for instructional staff. The school based leadership team will support this endeavor by evaluating the process during our meeting

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

A school wide mentor is chosen and she attends county professional development. The school wide mentor meets with new teachers on a scheduled monthly. On each grade level, there is a teacher that is assigned to the new teacher to provide curriculum support and planning. The administration will also meet with the new teachers to provide additional support.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The school based leadership team will be responsible for monitoring the school improvement and MTSS structures. They will specifically review core instruction, allocation of funds, our teacher support system, small group and individual student needs. After

reviewing specific data, the team will follow the eight step process to determine next steps.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member | Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Danny	Lennox	RtI Coach
Kerry	Apuzzo	Principal
Tina	Murphy	Assistant Principal
Lynne	Anthony	Social Worker
Tom	Makowski	Pshychologist
Diane	Koplar	Diagnostician
Dawn	Gonzalez	Behavior Specialist
Leah	Holzer	School Counselor

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The school based leadership team is responsible for monitoring the school wide processes. During each SBLT meeting, an agenda item will be to discuss the implementation and systems associated with the MTSS and SIP. Any recommendations will be brought to the team and adjustments made to the plan. This will be an ongoing process that will be used throughout the year.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The data sources include, Common Assessments, and core classroom data for reading, math, science and writing. Discipline and attendance data is the source for behavior data. The data management system includes the school based leadership team reviews and grade level data chats. This includes review of Tier 2 and 3 data.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The RtI coach is a member of the school based leadership team. This team will be used as one way to share information regarding the understanding of the problem solving process. Grade level professional learning communities will be another opportunity for the RtI coach to work with teachers on increasing the level of understanding of data.

PART I	CURRENT SCHOOL STATUS
Section F	Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Dunedin Elementary uses planbook.com as a tool for teachers to write lesson plans. This source, assists the teachers in aligning their lessons to common core standards. The administration and faculty will be implementing the research based Marzano tools that are

aligned to unpacking the standards.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The MTSS coach, and the team will meet every eight weeks to review data points. From this information teachers are able to implement intervention strategies to meet the students' individual needs. The MTSS team will meet with grade level teams once a month during PLCs to discuss students' progress. Interventions will be provided by the classroom teacher, ESOL teacher, or Title 1 hourly teachers. Each teacher providing the interventions will be trained or have received previous training on the specific intervention in order to ensure the fidelity of instruction. Fidelity checks will be conducted throughout the year to ensure each intervention is being provided effectively. Progress monitoring will occur every two weeks for students receiving Tier 2 and every week for students receiving Tier 3 interventions. Progress monitoring, and running record data will be shared and analyzed at both monthly grade level PLCs and at MTSS team meetings to make instructional decisions.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Student achievement will increase when grade level teams meet on a scheduled basis to collaboratively plan for core instruction. This aligns to element 55 and Domain 2 from the Marzano learning map.

Minutes added to the school year: 11,500

What is/are the strategy's purpose(s) and rationale(s)?

•The purpose is to increase best practices in instruction
There is an alignment across grade level teams in core instruction
• Teacher collaboration, planning and professional development

Provide a description of the strategy below.

Collaborative planning will be built into weekly schedules. The expectation is that collaborative lesson
planning occurs twice a week during the 50 minute specials block. Once a schedule is submitted Professional development: intermediate teachers will focus on Guided Reading Routine (this will promote a common language, common focus
and non-negotiables for interventions).   Core instruction will be monitored by Administration .

How is data collected and analyzed to determine the effectiveness of this strategy?

I-ready diagnostic reading and math online assessment baseline and outcome data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Site based leadership team will be responsible for monitoring implementation of these strategies.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Student achievement will increase when data is used to determine instruction based on formative and summative assessments. This aligns to domain 3, elements 51 and 52 in the Marzano learning map.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Data champions in conjunction with the MTSS coach will guide teachers in how to use data to drive their instruction.

Provide a description of the strategy below.

Monthly meetings will occur with the data champions to develop the professional development for teachers in how to use data and performance matters to plan instruction.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected on summative and formative assessments to determine if students are being more successful.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The MTSS coach, Danny Lennox, Deb Ausdemore, Cher Harris, Athena Azarian, Christina Roush, Kerry Apuzzo , Jennifer Leggio and Linda Persky.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Student achievement will increase when students are engaged in rigorous tasks and assignments that are aligned with grade level and content standards. This is aligned to Domain 2, element 44 and Domain 1, DQ3, deepening knowledge in the Marzano learning map.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

When students are engaged in rigorous tasks that are aligned to their grade level, and content standards, they will increase their student achievement.

Provide a description of the strategy below.

Teachers will provide assignments and tasks that are rigorous. Students will use scales and rubrics to evaluate their student level of understanding of benchmarks and standards. Teachers will use the elements in DQ3 to deepen students' understanding of grade level material.

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will use the scales and rubrics to assess their level of understanding. The teachers will monitor and evaluate the scales and adjust their plans based on the data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The student and classroom teacher will monitor the students' progress. The school based leadership team will analyze school wide results on a scheduled basis. Administration will use iObservation (formal and informal) to deliver feedback on this strategy.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Every teacher will use small group instruction to differentiate for the variety of learners.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers will group students based on their strengths. Small group lessons will be taught meeting the specific needs of the learners.

Provide a description of the strategy below.

Teachers will evaluate various forms of data, to formulate groups. These groups will be fluid with no more than five learners at a time.

How is data collected and analyzed to determine the effectiveness of this strategy?

During MTSS meetings and collaborative planning, data will be used to determine students' academic growth. If an intervention is being used within the group, the interventionist will administer an OPM tool to determine effectiveness. This data will be evaluated during regularly scheduled MTSS meetings.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers, MTSS team, ESOL and ESE teachers.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students that transition from elementary to the middle school will go to the middle school for an orientation prior to the end of school. The middle school counselor will come to Dunedin to share information with our students. In the spring the school will provide an evening where parents and students come to the school. We will provide resources to the parents. Students that are in middle school will come back to Dunedin to mentor current fifth grade students.
In the spring we offer PreK transition for our incoming kindergarten students.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member | Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Dana	Robinson	Kindergarten Teacher	robinsond@pcsb.org
Deb	Ausdemore	First Grade Teacher	ausdemored@pcsb.org
Sondra	Crum	Second Grade Teacher	crums@pcsb.org
Valerie	Krillies	Third Grade Teacher	krilliesv@pcsb.org
Rachelle	McDowell	Fourth Grade Teacher	mcdowellr@pcsb.org
Pam	Bridges	Fifth Grade Teacher	bridgesp@pcsb.org
Danny	Lennox	RtI Coach	lennoxd@pcsb.org
Kerry	Apuzzo	Principal	apuzzok@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The purpose of the literacy team will be to discuss ways to differentiate instruction, increase rigor of reading instruction and assess

implementation of small group guided reading. The meetings will occur monthly and in conjunction with data meetings to review reading data.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The major initiative will be working with the Marzano teacher appraisal which ties into best teaching processes. Teams will assist in leading the planning process which will unpack standards and promote rigor within the lesson. This will be evaluated by the use of scales and rubrics. Walk through data will also be data that will be used to determine growth.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23		75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		75

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		75

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43		75

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		75

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		75

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	59		75
Black/African American	26		75
Hispanic	38		75
Asian	NA		NA
American Indian	NA		NA
English Language Learners (ELLs)	22		75
Students with Disabilities (SWDs)	7		75
Economically Disadvantaged	44		75

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Dunedin Elementary will meet or exceed the state score in the area of reading.

Provide possible data sources to measure your reading goal.

Florida Standard Assessments (FSA),, running records, and common assessments.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Grade level teams will collaboratively plan	Collaborative planning will occur a minimum of twice a week focusing on the standards and creating lessons that provide rigor for all children.
Action 2	Plan to Implement Action 2
Primary teachers will continue to obtain professional development on Jan Richardson guided reading	Just in Time training will be requested by the school and provided for the teachers.
Action 3	Plan to Implement Action 3
Extended learning program will be offered to students that are working below expectations based on data.	Students will be identified and attend before and after school program.
Action 4	Plan to Implement Action 4
AVID will begin to be implemented in grades 3-5 that will provide a consistent structure for students to take notes and organize.	The AVID team will work with grade levels 3-5 to assist in implementation and monitoring success of AVID strategies.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		75

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		75

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Dunedin Elementary will meet or exceed the state score in the area of writing.

Provide possible data sources to measure your writing goal.

Dunedin will use the county ELA writing assessment that is aligned to the FSA. In addition the teachers will use scales and rubrics, as outlined in our Marzano appraisal system , to determine writing proficiency. FSA writing assessment.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Teachers will study rubrics and scales as outlined in the Marzano pilot appraisal training.	Teachers will collaborate in assessing writing pieces using scales and rubrics. They will check scores for fidelity.
Action 2	Plan to Implement Action 2
Just in Time training will be provided as professional development for grades K-5.	Teams will meet and collaboratively discuss how to implement what they have learned during their Just in Time training.
Action 3	Plan to Implement Action 3
ELA teachers in grades 4 and 5 will receive professional development through Core Connections	Twice during the school year, ELA teachers will attend two full days training. This training is correlated to the FSA.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14		75

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	52		75
Black/African American	26		75
Hispanic	42		75
Asian	NA		NA
American Indian	NA		NA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
English Language Learners (ELLs)	34		74
Students with Disabilities (SWDs)	21		75
Economically Disadvantaged	44		75

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Dunedin Elementary will meet or exceed the state score in the area of math.

Provide possible data sources to measure your mathematics goal.

Common assessments and state wide assessment data (FSA).

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will use scales and rubrics to-increase the rigor in math and assist students in setting goals	Teachers will work with the Marzano framework to learn how to use scales and rubrics. This will be implemented with students.
Action 2	**Plan to Implement Action 2**
Students will use ST math as a way to increase math skills and rigor within the math block	Students will use ST math at their appropriate level during the math block.
Action 3	**Plan to Implement Action 3**
Students will use math journals as a method in explaining their mathematical reasoning.	Student journals will be used during PLC time to discuss students' successes.
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24	36	75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17	14	25

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6				Students Scoring at or Above Level 7		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Dunedin Elementary will meet or exceed the state score in the area of science.

Provide possible data sources to measure your science goal.

Science common assessments, science lab assessments grades 3-5, diagnostic assessment of third and fourth grade standards, and statewide assessment.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Students in grades 3-5 will participate in the science lab to develop their understanding of science grade level expectations	Students will participate in hands-on standards based lab activities that align directly to grade level benchmarks.
Action 2	Plan to Implement Action 2
Teachers will use success criteria to evaluate student learning within each science workshop.	Teachers will work collaboratively during their PLCS to evaluate the students' successes after each workshop.
Action 3	Plan to Implement Action 3
Teachers will use SLAGS.	Teachers will use SLAGS to guide their planning in the area of science.
Action 4	Plan to Implement Action 4
Teachers will use the results of the diagnostic assessment to determine standards based groups on deficit skills.	Assign Think Central activities that will support student mastery of appropriate grade level standards.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3				Students Scoring at or Above Achievement Level 4		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	20	16	9
Grade 1	13	12	9
Grade 2	12	12	9
Grade 3	11	13	9
Grade 4	5	8	0
Grade 5	7	8	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	21	13	9
Grade 1	11	8	9
Grade 2	13	8	0
Grade 3	10	4	9
Grade 4	13	6	9
Grade 5	9	9	0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4	9	0
Grade 1	5	3	0
Grade 2	24	18	0
Grade 3	18	6	0
Grade 4	27	14	0
Grade 5	35	6	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	1.7	0	0
Grade 3	0	0	0
Grade 4	0	1	0
Grade 5	1.8	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0.8	1	0
Grade 1	.9	1	0
Grade 2	2.4	3	0
Grade 3	3.3	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	1.0	1	0
Grade 5	10	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.8	1	0
Grade 1	0	1	0
Grade 2	1.7	3	0
Grade 3	2.4	2	0
Grade 4	2.1	4	0
Grade 5	10.9	1	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	3	3
Grade 5	0	2	3

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.8	3	0
Grade 1	8.6	5	0
Grade 2	0	1	0
Grade 3	5.7	2	0
Grade 4	0	0	0
Grade 5	0	1	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	30%		0
Grade 4	19		0
Grade 5	21		0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2.4	1	0
Grade 1	4.8	1	0
Grade 2	7.1	5	0
Grade 3	8.2	2	0
Grade 4	4.3	4	0
Grade 5	15	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

School Champions will be assigned to all students that exhibit multiple early warning signs. We will also use trained mentors. Students that are identified will also be discussed during our MTSS meetings.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the percentage of African American students scoring proficiently in reading , math, and science as measured by the FSA In addition, an increase in the area of science as measured by FCAT 2.0 The actions to support this goal will include: *Check and connect *Girlfriends group for identified students *Identify students that would benefit from out STEM group *MTSS team will specifically review the Black students' subgroup achievement data and make adjust as needed *Continue to develop a culturally responsive climate amongst staff. *Identify Black candidates for gifted screening and the talented program offered biweekly	26.7		75

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Once a month title one will offer an opportunity for parents to learn best ways for them to assist their child academically outside of the school day. Provide information on community resources to assist the families. Families are provided the opportunity for students to have a laptop assigned to them for the school year to be used at home for additional learning opportunities.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Dunedin Elementary strongly believes that building relationships is a vital aspect of increasing student involvement. Dunedin will start off the year by participating in a neighborhood knock. Staff will visit all of our families homes prior to the start of school. Monthly meetings will be held in the evening to encourage the parents to come to school. Teachers will offer evening conferences and home visits to bridge the home to school.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Dunedin Elementary will work with the ESOL department to gain resource knowledge. The ESOL department will meet with our grade level PLCs to provide ways to effectively meet the needs of our diverse learners. Learning strategies will be modeled and observed with feedback for classroom teachers to ensure best instructional practices for all learners.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation		Bronze Level in 2	Bronze in 3 out

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	Establishment of best teaching practices across all content areas as outlined in the Marzano learning map.
Topic, Focus, and Content	Focused study of the Florida Standards, development of learning scales to monitor student progress.
Facilitator or Leader	Kerry Apuzzo:Principal Tina Murphy: Assistant Principal:
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All Instructional staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	June 2015-June 2016
Strategies for Follow-Up and Monitoring	Walk through data using iObservation, attending PLCs, and stuent achievement data
Person Responsible for Monitoring	Kerry Apuzzo: Principal and Tina Murphy: Assistant Principal
Professional Development Identified	
Related Goal(s)	To develop teacher understanding of how to use Jan Richardson Guided reading assessments.
Topic, Focus, and Content	Focused study of the Jan Richardson small group guided reading assessments will allow teachers to group students and differentiate instruction based upon the identified need.
Facilitator or Leader	Teaching and Learning Literacy coaches.
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Teachers in grades 3-5 ELA
Target Dates or Schedule *(e.g., professional development day, once a month)*	9/2015
Strategies for Follow-Up and Monitoring	PLC for grades 3,4 and 5 throughout the year.

Person Responsible for Monitoring	Administration will monitor

PART IV — COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title I funds are used to provide personnel to work with students that need additional academic supports in the classroom within the school day. Funds are also used for materials and payment of certified teachers to implement a before and after school tutoring program to increase learning opportunities for students in grades 3-5 that are not meeting grade level expectations. Speakers and resources for the purpose of assisting families to support their children outside the school day are also funded through Title I funds. Funds are used to support teacher professional development in order for best practices and differentiated instruction to be implemented in the classroom. SAI funds are used to provide before and after school tutoring for students in grades 3,4 and 5 that are not meeting grade level expectations. The funds are utilitzed to provide pay for certified teachers, I-Ready online computer program, and instructional materials for the tutoring program known as "promise time".

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The SBLT and MTSS align all resources to meet the varied needs of the students.   Funding sources will be used to purchase materials and personnel to support student achievement.   Meetings will occur monthly and school wide data will be disaggregated and analyzed. Adjustments will be made based on this information.

PART V — BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	Increased proficiency in math and reading
Actions/Plans	MTSS/RtI coach will facilitate MTSS team meetings to identify students needing tier 2 and tier 3 interventions: facilitate grade level data chats to assist in making instructional decisions to meet the needs of all learners: disseminate school wide, grade level, teacher and students data to administration, SAC, the district and families as appropriate.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	MTSS/RtI Coach
Description of Resources	Personnel
Funding Source	Title 1
Amount Needed	$87,000.00

Budget Item Description	
Related Goal(s)	Increase number of students meeting proficiency expectations in math, reading, and science.
Actions/Plans	Add an additional fifth grade classroom to lower the tpr and increase amount of instruction in math, reading and science.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Instructional
Description of Resources	Personnel
Funding Source	Title One
Amount Needed	$87,000.00
Budget Item Description	
Related Goal(s)	Increase students' reading proficiency for struggling students.
Actions/Plans	Hire three title one teachers to work with struggling students during their reading intervention time.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Instructional
Description of Resources	Personnel
Funding Source	Title One
Amount Needed	
Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	
Description of Resources	
Funding Source	
Amount Needed	

PART VI   MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	

If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

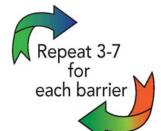**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier