

Pinellas County Schools

Dunedin Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	21
Budget to Support Goals	24

Dunedin Elementary School

900 UNION ST, Dunedin, FL 34698

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

Demographics

Principal: Kerry Wyatt

Start Date for this Principal: 7/1/2013

2018-19 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
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, social and emotional needs of each child.

Provide the school's vision statement

100% student success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Wyatt, Kerry	Principal
Principal	
Murphy, Christina	Assistant Principal
Assistant Principal	
Gonzalez, Dawn	Other
Other	
Anthony, Lynne	Other
Other	
Asencio, Caitlin	Psychologist
Psychologist	
McCafferty, Jennifer	Other
Other	

Early Warning Systems

Current Year

The number of students by 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	113	115	101	133	122	108	0	0	0	0	0	0	0	692
Attendance below 90 percent	19	16	10	12	7	6	0	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	6	8	6	10	12	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	20	25	32	0	0	0	0	0	0	0	77

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	4	12	13	0	0	0	0	0	0	0	29

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Thursday 6/13/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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
Attendance below 90 percent	19	16	10	12	7	6	0	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	6	8	6	10	12	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	20	25	32	0	0	0	0	0	0	0	77

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	4	12	13	0	0	0	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	54%	57%	39%	50%	56%
ELA Learning Gains	58%	59%	58%	43%	47%	55%
ELA Lowest 25th Percentile	63%	54%	53%	33%	40%	48%
Math Achievement	55%	61%	63%	54%	61%	62%
Math Learning Gains	58%	61%	62%	47%	56%	59%
Math Lowest 25th Percentile	55%	48%	51%	33%	42%	47%
Science Achievement	41%	53%	53%	47%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	113 (0)	115 (0)	101 (0)	133 (0)	122 (0)	108 (0)	692 (0)
Attendance below 90 percent	19 ()	16 ()	10 ()	12 ()	7 ()	6 ()	70 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	0 ()	6 (0)	8 (0)	6 (0)	10 (0)	12 (0)	42 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	20 (0)	25 (0)	32 (0)	77 (0)

Grade Level Data

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

NOTE: 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
03	2019	52%	56%	-4%	58%	-6%
	2018	39%	53%	-14%	57%	-18%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	46%	56%	-10%	58%	-12%
	2018	41%	51%	-10%	56%	-15%
Same Grade Comparison		5%				
Cohort Comparison		7%				
05	2019	46%	54%	-8%	56%	-10%
	2018	31%	50%	-19%	55%	-24%
Same Grade Comparison		15%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	62%	-16%	62%	-16%
	2018	54%	62%	-8%	62%	-8%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	64%	64%	0%	64%	0%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		3%				
Cohort Comparison		10%				
05	2019	53%	60%	-7%	60%	-7%
	2018	43%	61%	-18%	61%	-18%
Same Grade Comparison		10%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	54%	-12%	53%	-11%
	2018	44%	57%	-13%	55%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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				

2018 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 2015-16	C & C Accel 2015-16
SWD	18	26	29	23	30	28	25				
ELL	30	35	18	52	54	46	30				
BLK	29	34		34	31	30	46				
HSP	33	44	36	56	49	38	38				
MUL	64			64							
WHT	46	41	33	55	42	30	70				
FRL	35	40	32	48	42	32	41				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	53
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	40
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	60
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	81
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	50
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 lowest component was our science data. We dropped 2% points from the prior year. We also dropped compared to the district and state in third grade math. We had a new teacher in fifth grade and believe that this may have had an impact on our science data. Our third grade data may be impacted by us not teaching to the level of the standard.

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

The same as above. Third grade math went up as a school, but is still 16% below the district and state. A factor may be that the teachers are not instructing to the level of the standard.

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

The same as above. Our third grade math data for our school was 46% as compared to the previous year students at 54%. The state average for third grade math was 62%. The -16% comparison was a larger gap than the previous year (-8%). A factor may be that the instruction was not at the level of rigor that the standard dictated.

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

Our overall reading proficiency increased significantly from the prior year. Teachers collaboratively planned in language arts. Our ESOL teacher were very involved with the planning for our students that are coded ELL.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our students that are scoring in Level 1 on FSA and also have attendance issues are a concern. Students that are struggling must be in attendance to learn.

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

1. Math
2. Science
3. ELA
4. Achievement gap and improve the proficiency of our black students.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Our current level of performance is 52% proficiency in grades 3 through 5 as evidenced by the FSA. We expect our performance level to be 60% on the FSA assessment.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency in grades 3-5 will increase from 52% to 60% as measured by the FSA.
Person responsible for monitoring outcome	Kerry Wyatt (wyattke@pcsb.org)
Evidence-based Strategy	Teachers will collaboratively plan weekly as a team. Professional development will be provided to teachers to ensure that planning is addressing all aspects of the standards. Use of the book, Navigating Rigor, as a school wide book study to address standards and rigor.
Rationale for Evidence-based Strategy	Teachers must understand the state standard. They must plan for that standard at the level of rigor stated. By collaboratively planning and using resources: "The Essential Flipbook for Achieving Rigor" and Navigating Rigor, will guide the collaborative planning to ensure fidelity.
Action Step	
Description	<ol style="list-style-type: none"> 1. Summer professional development in the area of reading standards. This will be as grade level teams and with Cyndi Walters, UCF Professor, as a resource for ESOL. 2. Preschool grade level planning a backwards planning map to ensure that all aspects of the standard is being met. 3. Preschool professional development with our continued work with Thinking Maps. 4. School wide professional development on Navigating Rigor. 5. Biweekly data chats to assess formative assessments and discuss next steps. 6. Cycle data chats with leadership team to assess students' progress. 7. Ongoing professional development training on effective collaborative planning. 8. Use of the Can Do Descriptors and MPI book to differentiate instructional supports for ELs based on their levels of English proficiency. 9. Continue working on decreasing teacher talk to allow students to do the work.
Person Responsible	Kerry Wyatt (wyattke@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 46% as evidenced in math, grades 3-5 on the FSA. We expect our performance level to be 65% proficiency.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency in grades 3-5 will increase from 55% to 65% as measured by the FSA.
Person responsible for monitoring outcome	Christina Murphy (murphychr@pcsb.org)
Evidence-based Strategy	We will work to strengthen the staff's ability to engage students in complex tasks and enhance their capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	Teachers must have a high level of understanding themselves on how to provide students with the opportunities to engage in complex tasks and be able to transfer the strategies they have learned.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will attend professional development surrounding the new math adoption. This will teach them how to provide explicit instruction on complex tasks using the provided material. 2. The math cohort will begin its second year and add additional grade level representatives. This cohort will provide professional development on complex tasks and mathematical standards. 3. Data chats on math data will occur in PLCs every two weeks. Adjustments will be made based on the data. 4. Data chats on cycle math data will occur three times a year.
Person Responsible	Christina Murphy (murphychr@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 42% proficiency as evidenced by the Science Test.
State the measurable outcome the school plans to achieve	Our goal is that 60% of our fifth grade students will be at a level 3 or above in the 19-20 school year.
Person responsible for monitoring outcome	Christina Murphy (murphychr@pcsb.org)
Evidence-based Strategy	Strengthen our staff's ability to engage students in complex tasks using the teacher resource guide and SLAGS.
Rationale for Evidence-based Strategy	Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in professional development on engaging students in complex tasks and increasing the rigor. 2. Teachers will utilize materials from the science department to effectively plan for science units that incorporate the 10,70, 20 model of instruction daily. 3. Develop , implement a data driven fitth grade standards review plan using the third and fourth grade diagnostic tool.
Person Responsible	Christina Murphy (murphychr@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	Our current level of performance is 40% proficiency as evidenced by our ELA data as measured by the FSA.
State the measureable outcome the school plans to achieve	We expect our performance level to be 50% in ELA as measured by the FSA.
Person responsible for monitoring outcome	Kerry Wyatt (wyattke@pcsb.org)
Evidence-based Strategy	<p>Ensure that black students are participating in extended learning opportunities before and after school.</p> <p>Support teachers by providing professional development on building relationships.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and proficiency rates.</p>
Rationale for Evidence-based Strategy	<p>Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings,1994).</p> <p>Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional development will be provided in preschool meetings and monthly training using culturally relevant strategies. 2. Professional development will be provided each month on building positive relationships with our black students. 3. MTSS meetings will include data specific to our black students. 4. Data meetings addressing 'gaps' or concerns for academic success of our black students will be held monthly with teachers.
Person Responsible	Kerry Wyatt (wyattke@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	School-wide expectations for learning and behavior must be clear for all stakeholders. Students should be able to model the expectations. Conditions for learning will shape school culture that allows for respectful relationships and a collaborative culture for all.
State the measureable outcome the school plans to achieve	There will be a decrease in students receiving referrals.
Person responsible for monitoring outcome	Dawn Gonzalez (gonzalezd@pcsb.org)
Evidence-based Strategy	CHAMPS is a program that sets clear guidelines for students and teachers. This will be our overall researched based guide on schoolwide expectations. The implementation of our Equity and Restorative practice strategies.
Rationale for Evidence-based Strategy	CHAMPS is a program that is research based and defines how to implement a school management system. We will integrate CHAMPS into our schoolwide behavior plan to ensure that all expectations are clear to all stakeholders.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review current School-wide PBS plan. 2. Teacher leaders will prepare for and lead school-wide implementation PD during preschool and ongoing. 3. Teachers will communicate expectations and student behavior and learning via classroom behavior plans. 4. Regular celebrations will be held for students that achieve the desired behavior level during the designated time period.
Person Responsible	Dawn Gonzalez (gonzalezd@pcsb.org)

#6	
Title	Attendance
Rationale	Dunedin Elementary had an overall average of 13% of students with 10% absence or more.
State the measureable outcome the school plans to achieve	Currently we have 13% of our students absent 10% or more. Our goal is to reduce that amount to 10% or less. Our daily attendance rate is 88.6%. We will increase our daily attendance rate to 91%.
Person responsible for monitoring outcome	Lynne Anthony (anthonyl@pcsb.org)
Evidence-based Strategy	Students that have a higher than 10% attendance rate have a lower chance of being successful academically. Students will be identified and brought to the child study team. This will allow our team to address the barriers that may be in place for that students.
Rationale for Evidence-based Strategy	Determining the barriers that impede a student from attending school is the first and most important step. Once the barriers are identified, then our social services team will work with the family to eliminate the barriers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Child study team will meet every two weeks and identify the student with more than 10% absences for that time frame. 2. The team will follow the protocols for addressing absences. 3. Investigate reasons that the students are not coming to school. 4. If needed, develop a plan to reduce barriers. 5. Principal contact to the targeting students
Person Responsible	Lynne Anthony (anthonyl@pcsb.org)

#7	
Title	Family Engagement
Rationale	Families that are knowledgeable about their child's education and feel part of the school community will result in students with higher academic success
State the measureable outcome the school plans to achieve	Dunedin Elementary will increase the number of family engagement activities from five to six for the 19-20 school year.
Person responsible for monitoring outcome	Jennifer McCafferty (mccaffertyj@pcsb.org)
Evidence-based Strategy	School elvents will host a compenent of academics which will allow the families to learn what they can do at home to assist their child.
Rationale for Evidence-based Strategy	When families are knowledgeable of how they can assist their children at home, they become more engaged with their children's education. This also increases the level of family engagement within and outside of the school environment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a family engagement team 2. Create a calendar of six family events that will encompass a learning goal for each event. 3. Assign a grade level team a target and a date for presenting the learning goal. 4. Develop a survey for each event to measure the success. 5. Give free books or math materials to those that attend.
Person Responsible	Kerry Wyatt (wyattke@pcsb.org)

#8	
Title	Students with Disabilities
Rationale	Our current level of performance for our 3-5 ESE students in ELA is 43% proficiency.
State the measureable outcome the school plans to achieve	We expect our level of performance to increase for our 3-5 to 50% as measured by the ELA on FSA.
Person responsible for monitoring outcome	Linda Persky (perskyl@pcsb.org)
Evidence-based Strategy	Students requiring ESE services works toward mastery of meaningful IEP goals while learning the foundation skills they need to engage in rigorous, grade level content in the least restricted environment.
Rationale for Evidence-based Strategy	Students that have targeted goals and are given instruction to solidify their foundation skills will be successful learning grade level content.
Action Step	
Description	<ol style="list-style-type: none"> 1. VE teachers will meet with the MTSS team monthly and monitor the progress and make adjustments. 2. VE teachers will be assigned to a specific grade level and collaborate/plan ELA standards with the general education teacher. 3. VE teacher will provide support to the ESE students within the general educational setting.
Person Responsible	Kerry Wyatt (wyattke@pcsb.org)

#9	
Title	Healthy Schools
Rationale	Dunedin Elementary was denoted a silver status. We want to maintain this level.
State the measureable outcome the school plans to achieve	Dunedin Elementary will maintain silver status.
Person responsible for monitoring outcome	Kerry Wyatt (wyattke@pcsb.org)
Evidence-based Strategy	Maintain the components of healthy schools. This will be done through a committee working on meeting the guidelines of silver status.
Rationale for Evidence-based Strategy	We want a healthy generation of students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Committee formed for Healthy Schools 2. Monitoring the goals outlined in Silver Status. 3. Promote healthy guidelines throughout the school and cafeteria. 4. Farm to table garden is being implemented this year.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

na

Part IV: Title I Requirements

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

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

Dunedin Elementary will continue to increase our efforts to communicate with our families. We will do this through School Messenger, newsletters, and events.

We will provide curriculum events tied to presentations to build parent content area knowledge.

Meet the Teacher
Title 1 Annual Meeting
Reading Night-Reading Under the Stars
Math Night
Science Night
Student Led Conferences
Music/Art Programs
Kindergarten Orientation

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

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

Our school ensures the social-emotional needs of all our students by providing many programs and other student services. We have a full time counselor, Behavior Specialist, Social worker as well as a part-time Psychologist. We have many programs after school to help support the emotional needs of our students, such as Girls on the Run, Girlfriends, and STEM clubs. The Pack a Sack program is available to allow our students free food for the weekend; we are also partners with the City of Dunedin for mentors, volunteers and Lunch Pals. Members of the School Leadership Team (Beh Spx, Counselor, Social Worker) will provide on-going progress monitoring to assist us in identifying early warning indicators that impact the social-emotional needs of students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school counselor meets with each new student. Each classroom teacher has a process for welcoming the student. This includes: assigning a buddy, school scavenger hunt and contact with the parent.

We have two classrooms of Pre-Kindergarten education. The Pre-K teachers meet regularly and attend professional development in order to better meet the needs of their students. Our VPK students are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time. All kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FLKRS will be used to assist

teachers in understanding students' needs.

We also offer an opportunity for our fifth graders to become familiar with middle school life. Each middle school hosts a discovery night which is advertised to parents/students. The AP from our feeder school is invited to speak to students to share points about middle school scheduling and activities.

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 will be responsible for managing and coordinating these efforts between all school teams as

well as reviewing and revising the School Improvement Plan.

Title 1 Part A funds are utilized to purchase rigorous and culturally relevant instructional materials,

compacts, technology, and professional development.

Title 1 Part D funds are targeted to support continuous educational services in students in neglected and

delinquent facilities through tutoring, instructional materials and resources, and technology.

The Promise

Time Program will provide tutoring services for our students attending the Dunedin Rec.

Title II funds are used to increase student achievement through professional development for teachers

and administrators and provide literacy, math and science coaches.

Title III funds are used to provide educational materials, bilingual translators, summer programs, and

other support services.

Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Juvenile Welfare Board supports Fairmount Park students and families school wide.

Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all

students receive free breakfast and lunch.

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old

class to support early literacy.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

AVID supports our students becoming College and Career ready.

Our school implements AVID in grades 2-5. AVID supports students to utilize collaborative learning

strategies and study skills to be successful during instruction and at home.

Teachers intentionally plan AVID strategies per grade level and utilize these strategies on a daily basis.

They also utilize AVID culturally responsive strategies to embed student-centered culturally

relevant
classroom communities.

Part V: Budget						
1	III.A	Areas of Focus: Reading				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	1071 - Dunedin Elementary School	Title, I Part A		\$30,000.00
			<i>Notes: Provide stipends to teachers to collaboratively plan for reading standards</i>			
2	III.A	Areas of Focus: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	1071 - Dunedin Elementary School	Title, I Part A		\$0.00
			<i>Notes: This is attached to the reading funds. Teachers will be paid a stipend to attend afterschool collaborative planning.</i>			
3	III.A	Areas of Focus: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	1071 - Dunedin Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Fifth grade teachers will be given a substitutes to plan units three times during the year.</i>			
4	III.A	Areas of Focus: Bridging the Gap				\$0.00
5	III.A	Areas of Focus: Conditions for Learning				\$0.00
6	III.A	Areas of Focus: Attendance				\$0.00
7	III.A	Areas of Focus: Family Engagement				\$0.00
8	III.A	Areas of Focus: Students with Disabilities				\$0.00
9	III.A	Areas of Focus: Healthy Schools				\$0.00
					Total:	\$31,000.00