

**School
Improvement
Plan
2016-17**

**Dunedin
Elementary**

Michael A. Grego, Ed.D.
Superintendent

Pinellas County
Schools

WELCOME TO

change





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Kerry Apuzzo Wyatt	SAC Chair: Eric Houghton
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School Vision	100% student success.
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School Mission	The mission of Dunedin Elementary is to be responsive to the academic, social and emotional needs of each child.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
587	4.8%	16.8%	43.7%	3.7%	30.6%	.3%

School Grade	2016: C	2015: C	2014: C	Title 1 School?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All		38%		55%		49%						
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kerry	Wyatt	FT	1-3 years
Asst Principal	Tina	Murphy	FT	1-3 years
MTSS Coach	Danny	Lennox	FT	1-3 years
Other	Lynne	Anthony	FT	4-10 years
Teacher Leader	Dana	Robinson	FT	4-10 years
Teacher Leader	Allison	Kuckkahn	FT	4-10 years
Teacher Leader	Athena	Azarian	FT	1-3 years
Teacher Leader	Christina	Roush	FT	4-10 years
Teacher Leader	Darlene	Ress	FT	4-10 years
Teacher Leader	Pam	Bridges	FT	1-3 years
Counselor	Leah	Holzer	FT	1-3 years
Select Role				
Total Instructional Staff:	52		Total Support Staff:	38



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our school has implemented a STAR program that is used throughout the school. This was developed in conjunction with our PBS team during this past school year. Behavior is rewarded for being a STAR: S=safety first, T=think, learn, achieve, A=act kind and R=respect others. In addition a team has been established that will be working on creating more consistency within each classroom. A schoolwide point system will recognize and focus on students that are STAR students. Those students will earn privileges throughout the year as they attain new levels.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

The PBIS team and the school behavior team work together. CHAMPS is the overall school and classroom ideology that is implemented throughout the schools and classrooms. The team monitors referrals and debriefs areas for improvement or successes throughout the year. Modifications are made as needed. The team meets monthly to disaggregate the data. Monthly reports are shared with the staff and SAC.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The PBIS team is creating a yearlong character development program that will be implemented weekly. A character attribute will be featured weekly on our morning show. Teachers will then use that trait and reinforce it each morning. This will be for all students to learn and practice the character trait. In addition, we have other programs to support the learning of the students. Examples are: Girlfriends club, Social Worker Club, In addition, our behavior team will meet regularly with grade levels to monitor the fidelity of the plan.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The mission of Dunedin Elementary 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 have created a system for obtaining information from teachers on any child that may need support. The intervention team will look at data that may signal a child in need of services.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

The MTSS coach leads this process by conducting biweekly meetings with the MTSS team. Initial data is obtained from the prior year’s data in August. That is secured from the Performance Matters and other district provided data sources. The team will analyze the data and use this comparison data to determine the supports that are needed.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Each team is expected to meet and plan collaboratively once a week. This allows the team members to discuss the standards and plan for the varied levels of students within the classroom. Monthly meetings, with the leadership also provides data and discussion about overall trends, specific information on children and adjustments are made. The MTSS coach provides data chats that correlate with the cycle of assessments by grade level. The leadership team attends the data chats that also provide an additional layer of information by class and student. The administration will also monitor and report feedback individually and to the SBLT. Walk through data will focus on Marzano indicators that highlight best teaching practices.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Connect with the families to create a partnership between school and families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy is for us to partner with parents to help their child be successful: This will be done through: <ol style="list-style-type: none"> 1. Back pack giveaway at the start of the school. 2. Each teacher will make a phone call to each family the first week of school. 3. Teachers are to give the administration names of positive phone calls to foster the relationship between home and school. 4. ESOL, Title One and classroom teachers will hold monthly meetings to provide parents with school information to support their child. 	Family Engagement Team: Danny Lennox, Dawn Stirn Vilma Montoya Cher Harris Kerry Wyatt
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
The goal is reduce the discipline and learning gaps between black and nonblack students by 15%,	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Goal: A focus group of black students will be identified early in the school year. The leadership will be talking with students to gain insight into ways to assist in the disparity of discipline. This group will continue to meet throughout the year. A school based team has been established to monitor the discipline data and make adjustments as needed. The learning gap will continue to be addressed by providing extended time to students in their academics through Promise Time, Clubs. The MTSS team will look specifically at the students within the subgroup and monitor them biweekly. Each member of the administrative team will be responsible for a subgroup population. During our MTSS meetings, each person will report out on their subgroups' academic and discipline data as compared to other groups within our school.	Lynne Anthony, Dawn Gonzalez, Robin Purdy, Meg Truluck, Danny Lennox, Tina Murphy, and Kerry Wyatt
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Dunedin Elementary has worked over the past two years to ensure that collaborative planning occurs in each grade level. Teachers’ hours have been flexed to allow for a solid period of time where teachers work together to plan in all academic areas. The instructional staff developed learning goals and scales was evidenced in the alignment between the teaching and the standard. The Marzano instrument allowed the administration to observe, record and provide feedback to teachers on the level of use and alignment. Monitoring of the lesson plans, through planbook.com evidenced the progression and success of the instructional staff’s understanding of the standards.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Through analysis of this past year’s assessment data (ELA module and math cycles) we are going to focus on two specific areas. The first is having a more structured process for disseminating data to teachers and use of the data. Our MTSS coach, will be meeting with each grade level during scheduled meetings. The item analysis piece of the data will be the focus of discussion. The second area of improvement will be in addressing the instructional practices based on the item analysis.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Meetings with the MTSS coach gives the broader picture of the students’ success on county and state assessments. Dunedin Elementary was fortunate to be a pilot in the Marzano appraisal system which focused on best instructional practices. Through small group instruction, by Marzano representatives, we were able to work on goals and scales and make the connection to the importance of formative assessments in monitoring student growth. Currently, all instructional staff uses goals and scales as part of their daily instruction.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Dunedin Elementary has supported all students in reaching grade level proficiency through a variety of supports. Our Title One allocated funds allowed us to purchase an additional unit in fifth grade. Funds left over helped us bring support with three hourly teachers assigned to students that were struggling. Promise Time was another facet of support, Students identified as needing additional instruction were given the opportunity to attend morning and afternoon tutoring sessions to bridge the gap. Our fifth grade students were invited by the middle school to an orientation prior the end of fifth grade. Articulation took place between the leadership of the elementary and middle school. This articulation involved the elementary school having a better understanding of the “tracks” offered for our students (technology, AVID, and the arts).

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Thinking Maps is a researched based program/ tool that will increase the quality of learning time at Dunedin Elementary. Forty teachers attended a workshop provided by Thinking maps on June 9, 2016. The use of Thinking Maps will be across all grades levels and give the students an academic tool to apply in comprehension in all academic areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The leadership of the school will do the following: <ol style="list-style-type: none"> 1. Checking lesson plans through planbook.com 2. Walk through data collected and shared at SBLT meetings. 	Kerry Wyatt, Tina Murphy and Danny Lennox
Instructional Strategy 2	
We will continue the development of goals and scales and how they are supported by formative assessments. The Book "Formative Assessment in a Brain Compatible Classroom" will be used by the Leadership team. Strategies from this book study will be infused in staff meetings, weekly updates and grade level PLCs. The goal of the instructional strategy is to increase teacher knowledge and provide specific strategies that can be implemented.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The leadership to will do the following: <ol style="list-style-type: none"> 1. Checking lesson plans through planbook.com 2. Walk through data collected and shared at SBLT meetings. 3. Attending grade level PLCs 	Kerry Wyatt, Tina Murphy and Danny Lennox
Instructional Strategy 3	
Dunedin Elementary just completed their first year implementing AVID strategies. Our documentation was approved and we were accredited for our work during the 15-16 school year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The AVID team met periodically during the year and will continue to collect classroom artifacts to support the use of AVID strategies.	Jenn McCafferty, Kerralee Prince



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Dunedin Elementary has continued to keep a strong culture amongst the teachers and staff. Advanced Ed survey depicted a very high level of satisfaction amongst the staff. We will continue this work area through team building exercises throughout the year. As an administration, we do not solely rely on the advanced ed information. Surveys are given throughout the school year to address any concerns immediately. Each week an update is sent out to all staff. A section is dedicated to staff “shout outs”. This allows us to celebrate individual or team accomplishments throughout the year.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The instructional staff and leadership have agreed to flex the schedule to allow more time for collaboration in the planning process. Each week, teachers will be able to come in at a later time, to stay for an hour after school. This is in addition to PLC time during the week. PLCs occur weekly for each team. Leadership attends one of their monthly PLC to offer support and review student data.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The professional development for the past year has been the understanding and implementation of AVID. This is an acronym for Academics, Via, Individual, Determination. A team attended a conference in July of 2015 and brought back the work. With the assistance of Keralee Prince (district AVID coordinator) the Dunedin core team worked with her to implement professional development throughout the year to teach the staff the AVID strategies. A final application was put together and submitted to national AVID group for our one year of accreditation. Dunedin Elementary’s AVID application was approved. The core team met with others that had not been involved in AVID. Our goal for this coming year is to expand the AVID strategies throughout the entire school. This will continue to be monitored by the core AVID team.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Thinking Maps	June 9, 2016	PreK-5 teachers	Implementation of thinking maps throughout the school. Increased student achievement.
AVID	Monthly starting in 9/16-5/17	Prek-5 teachers	Students’ Increased understanding and ownership of their learning.
Formative Assessment	Monthly starting in 9/16-5/17	Prek-5 th grade teachers	Teachers use formative assessment in conjunction with learning goals and scales as a way to measure student understanding of

			the standards.
Positive Behavior Strategies	8/2/16 throughout the year	Dunedin Staff	Staff will become more effective at dealing with students' behavior. Use of restorative practices instead of reactive practices.



Family and Community Engagement

Connections: **District Strategic Plan** ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Our school Family Engagement Team attended Dr. Karen Mapp’s Family Engagement professional development sessions and implement best practices, based on needs analysis and evaluations conducted by the team. Our area of growth will be providing parents with specific strategies to assist their children academically.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

MTSS team uses data chats to disseminate and explain data to teachers. Parent-teacher conferences are conducted by teachers at regular intervals throughout the year to share data with families. Bilingual ESOL associates participate in conferences to ensure parent understanding. The annual Title 1 meeting is also presented in English and Spanish to accommodate families with non-English language barriers.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families

Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Implement strategies learned from Family Engagement Workshop sessions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Design family events that focus on student learning goals and standards.	Danny Lennox, Kerry Wyatt, Vilma Montoya, Dawn Allison, Cher Harris, Karen Barnett
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase the number of off-campus family engagement activities	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide opportunities for families to engage in activities that occur at other sites in the community (library, local business partner, city showcase).	Danny Lennox, Kerry Wyatt, Tina Murphy, Karen Barnett
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<ul style="list-style-type: none"> Content Area & Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Kerry Wyatt
Dunedin Elementary will increase reading scores to 50% of students reaching proficiency levels for each student subgroup.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers in grades PreK – 5 will attend the Thinking Maps training provided on June 9 th . Additional training will be set up throughout the year to ensure teacher knowledge and implementation.	Sign in sheets Walk through data will be used to collect information on the use of Thinking Maps.
During collaborative planning, grade level teams will use thinking maps as part of their planning to increase the rigor in reading.	Planbook.com lesson plans evidence the use of Thinking Maps.

Mathematics Goal	Goal Manager: Tina Murphy and Danny Lennox
Dunedin Elementary will increase math scores to 70% of students reaching proficiency levels for each student subgroup.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers in grades PreK -5 will attend the Thinking Maps training on June 9, 2016. Additional training will be set up throughout the year to ensure teacher knowledge and implementation.	Thinking Maps will be used within the math block to assist students with understanding of the math standards. Walk through data will be used to collect information on the use of Thinking Maps.
Bridge Gap is a new program that will focus on our students in grade two. High school students will come to the school for two afternoons and work with specific children that were identified by their SAT 10 scores. The goal is to give one on one support to students that are needing the challenge in math	Students' success by comparing their 1 st grade SAT 10 cores to their 2 nd grade scores. Children must either score a level 5 or higher as measured on this assessment.

Science Goal	Goal Manager: Kevin Villegas, Diana Harper, Jaren Garner	
Dunedin Elementary will increase science scores to 60% of students reaching proficiency levels for each student subgroup as measured on the fifth grade FSA.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Students in grades 3-5 will participate in the science lab to develop their understanding of science grade level expectations.	Lab schedule and science common assessments will demonstrate level of understanding.	
Teachers will use success criteria to evaluate student learning within each science workshop.	Teachers will work collaboratively during PLCs and planning to evaluate students work and learning.	

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
Goal Name: Healthy Schools- Work towards Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Janessa Bacon	
Actions / Activities in Support of Goal	Evidence to Measure Success	
In 2015-2016 school was eligible for national recognition in 2 out of 6 Alliance for a Healthier Generation Schools Program Assessment modules. For 2016-2017, the Healthy School Team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level, and then develop an action plan for the items by November 2016. Target for 2016-2017, is to become eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan items to document improvement/achievement of one module that is now eligible for national recognition.	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
Goal Name: Students that attend the STEM will score at grade level or above as measured on county assessments or FSA in reading and math.	Goal Manager: Diana Harper and Linda Persky	
Actions / Activities in Support of Goal	Evidence to Measure Success	

Students in grades 2-5 will be identified as a candidate to participate in our after school STEM club.	Twenty students will be invited to attend the STEM club.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Tina Murphy
Increase the percentage of Black students scoring proficiency by 25% in reading, math, and science as measured by the FSA and county assessments.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Check and connect. A mentor will be assigned to each of our Black students in grades 3-5.	Log of mentor sign in and scores from FSA and common assessments.
Continue to develop a culturally responsive culture amongst staff. A team will be established to work on our PBS and how the data shows a disparity between Black and non- Black students.	The number of referrals will decrease for our Black students. The number of referrals will represent the percentage of Black students that are representative at Dunedin Elementary.

Subgroup Goal (ELL)	Goal Manager: Kerry Wyatt, Sharon Earle, Vilma Montoya and Jackie Vorbeck
Increase the percentage of ELL scoring proficiency by 30% in reading, math, and science as measured by the FSA and county assessments.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ESOL Team will meet with the leadership and MTSS coach monthly to monitor students in this subgroup.	Notes from the meetings
Monthly parent meetings will occur to work with families on how to assist their children.	Newsletters offering the programs.

Subgroup Goal (ESE)	Goal Manager: Danny Lennox
Increase the proficiency of our ESE students by 36% in the areas of Reading, Math and Science as measured on the FSA and county assessments.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
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The ESE team will meet with the leadership and MTSS coach monthly to monitor the students learning in this subgroup.	Notes from meeting
ESE team members will meet with the grade level teachers to discuss and plan for areas of concerns.	PLC minutes

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

 **Early Warning Systems (EWS) -- Data and Goals**

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	Click here to enter text.		20% 92 st	39% 93 st	37% 101 st	286	32%
Students with attendance below 90 %	7%	10%	7%	8%	6%	40	8%
Students with excessive referrals**							
Students with excessive course failures**							
Students exhibiting two or more indicators				2	3	5	1%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students that are absent more than 10% or more from school by 5%.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child study team will meet biweekly to review data and put in specific interventions to improve attendance. Problem solving to determine the most common barriers why our students are tardy or miss school.	Data on the % of students absent 10% or more from the school. Child Study Team minutes.
Positive recognition for students that have over 95% each month will be at our open court ceremony.	Recognition of students/ picture on our website of those that are in this category.

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of referrals by 10% as compared to the previous year.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Discipline team will convene bi-monthly to disaggregate the data and determine specific interventions to address outlying behaviors.	Number of referrals
Implement the PBIS plan at the start of the school year. Monthly meetings will occur to support and reinforce the plan.	PBS plan and data will be addressed.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	

Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

The MTSS team meets biweekly and reviews data to identify students that need early intervention. Other students are identified in second grade for our STARS unit that is a dropout prevention program. Our extended learning program targets students that are identified as deficient or substantially deficient as measured by district assessment. Those students are then encouraged/invited to enroll in Promise Time.

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: Students that are identified as deficient or substantially deficient will meet or exceed expectations. As determined by the FSA and county common assessments.

Actions / Activities in Support of Goal	Evidence to Measure Success
Students identified will be invited to attend Promise Time	Promise Time attendance sheets

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	50	% with advanced degrees	40%
% receiving effective rating or higher		% first-year teachers	2%
% highly qualified (HQT)*	98%	% with 1-5 years of experience	10%
% certified in-field**	98%	% with 6-14 years of experience	46%
% ESOL endorsed	100%	% with 15 or more years of experience	42%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

As a turnaround school, a financial incentive is given to teachers that chose to remain at Dunedin Elementary. In addition, newer teachers are provided support by our MTSS coach, an assigned grade level peer and a school wide mentor. Based on each teacher’s individual need, Just in Time coaching would be assigned in the areas of either ELA, Math or Science.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Eric	Houghton	White	Business/Community
Terri	Davis	White	Business/Community
Terri	Milo	White	Business/Community
Kerry	Wyatt	White	Principal
Danny	Lennox	White	Teacher
Jenn	McCafferty	White	Teacher
Yolanda	Pagan	Hispanic	Support Employee
Agnes	Smith	Black	Parent
Melissa	Pitkin	Black	Parent
Anastacia	Montufar	Hispanic	Parent
Juana	Lopez	Hispanic	Parent
Celia	Gonzalez	Hispanic	Parent

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
<p>Currently we have 38% of Hispanics on our SAC and out school representation is 47%. We will make phone calls, put items in the newsletter to obtain more representation from our Hispanic community.</p>	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Danny Lennox
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State Days / Intervals that Team meets below.

This team meets monthly to review school initiatives and data.

Budget / 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.

A program called, Think, Speak and Spell is being donated to our school by the Dunedin Library. The additional support materials will be provided by our SAC committee. This will target our struggling students that might benefit from the intervention.

Use this space to paste budget, if desired.