



School Improvement Plan 2017-18

Dunedin Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Kerry 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 %
		16%	44%	4%	32%	

School Grade	2017: Select	2016: C	2015: 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	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	36	39	57	59	25	49						
Learning Gains All	41	47	57	60								
Learning Gains L25%	41	41	48	41								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kerry	Wyatt	FT	1-3 years
Assistant Principal	Tina	Murphy	FT	1-3 years
Teacher	Dana	Robinson	FT	4-10 years
Teacher	Janessa	Bacon	FT	4-10 years
Teacher	Allison	Kuckkahn	FT	4-10 years
Teacher	Athena	Azarian	FT	1-3 years
Teacher	Christina	Roush	FT	4-10 years
Teacher	McCafferty	Jenn	FT	4-10 years
Social Worker	Lynne	Anthony	FT	11-20 years
MTSS Coach	Danny	Lennox	FT	1-3 years
ESOL	Sharon	Earle	FT	1-3 years
ESE	Cher	Harris	FT	4-10 years
Secretary	Barbara	Harris	FT	Less than 1 year
Total Instructional Staff:	12		Total Support Staff:	1



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 Schoolwide behavior plan is based on guidelines for success, (S.T.A.R.: S-safety first, T-think, learn achieve, A-act kind, and R-respect others) and rewards positive behaviors. The improved behavior plan will incorporate characteristics of district and school Restorative Practice implementation plans. Schoolwide point system will focus on rewarding “STAR” behaviors, and steps will be taken to ensure consistency within individual classrooms, as well as common areas. This is communicated to all staff through in school professional development and the community through newsletters and parent meetings. Each year we assess the level of success and areas for improvement on our safe, secure and healthy school environment. Data is collected through the Advanced Ed. Surveys, input from the staff and parent input through the school advisory council.

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

The school leadership team and PBS team has worked together to develop a system where school-wide expectations are shared in a variety of methods in faculty/PLC meeting. 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. Restorative Practice strategies will be implemented to ensure fair, consistent means of addressing behavior concerns, designed to strengthen relationships among students and staff. Lessons are provided by our social worker and school counselor using the second step program. School wide expectations are posted throughout the school and are aligned with the expectations outlined in each teacher’s classroom. Monthly faculty meeting will address an aspect of our school wide expectations, reward system and how the plan is shaping student behavior. Our plan will be communicated to all stakeholders through, staff meetings, newsletters, and parent involvement programs and through our 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 has created 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. Our behavior team will meet regularly with grade levels to monitor the fidelity of the plan. In addition, the school has partnered with a UCF ESOL specialist, and will access Equity resources through district professional development.

In addition, our MTSS team meets weekly to review academics and behavior. Members of the MTSS team are representative of our school staff. Our school psychologist facilitates the MTSS meetings and prepares the agenda and input from others. The team reviews Tier 1 data is reviewed on a regular basis to ensure the alignment of instruction with the data. Based on the data from Tier 1, students are then discussed relative

to Tier 2 and 3 supports. This data is graph based on the research based guidelines and reviewed at MTSS meetings. The MTSS team reviews this data and looks for trends and make instructional adjustments accordingly. Through review of our data, and discussion during PLC's, we have developed a similar way of work for students who demonstrate poor work habits but may not be a conduct concern. These students meet with the school guidance counselor for intervention support. Data from either conduct grades or work habits are discussed after each report card period to determine a child's success. Information about our MTSS supports are shared with the staff at monthly meetings, during PLC time about specific children and with parents during meetings. In addition, we share our processes during our SAC meetings.

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. The school will use Title 1 dollars to supplement provided social worker hours, increasing the position to full time. The MTSS team will also discuss conduct/behavior of students during their meetings. Through collaboration between the MTSS team and the classroom teacher, any additional supports interventions may be determined at that time.

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

The MTSS coach leads this process by conducting weekly 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. The report card data is also used as a comparison tool to the data reviewed from other sources. The district provided school dashboard is monitored in the areas of: attendance, tardy, discipline referrals and district assessments. Comparison data is then compiled and shared with individual teachers and trends are discussed at monthly staff meetings. This same data is shared during each school advisory meeting.

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?

The school based leadership team, which is representative of each grade level/area of the school) discusses trends and data collected. Information is shared with the individual teams through their representative. 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. Student data-chats, with various members of the administrative team, will also support student growth and goal setting. Administration also takes a key role by visiting classrooms weekly, reviewing student work for rigor, review of lesson plans and grade books to ensure alignment. Feedback on the walk through information is shared as school trends and with individuals. This data is also shared with our school advisory council each month during our meetings.



School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
By the Spring of 2018, we will increase the number of families workshops we conduct as compared to the 2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>The key strategy is for us to partner with parents to help their child be successful: This will be done through:</p> <ol style="list-style-type: none"> 1. Meet and Greet at the start of the year for students and parents. 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. Our family engagement team will develop a calendar of family events that will encourage parent participation and incorporate reading strategies. 5. ESOL, Title One and classroom teachers will hold monthly meetings to provide parents with school information to support their child. 	<p>Danny Lennox Dawn Allison Vilma Montoya Cher Harris Kerry Wyatt</p>
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.	
By the Spring of 2018 we will 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
<p>Goal: A focus group of students (potential behavior concerns) was established last year and works with male role models to develop strategies promoting leadership skills. Our school based team will reach out to community churches, sports coaches and other community leaders and partner with them to inspire learning and discipline at Dunedin Elementary. A school based team has been established to monitor discipline data and implement Restorative Practice strategies to address challenges. The learning gap will continue to be addressed by providing extended time, 30 minutes per day is added due to L300 status. ELP programs (Promise Time, Enrichment Clubs) will continue. The MTSS team will look specifically at the students within the subgroup and monitor them biweekly. During MTSS meetings, subgroup data (behavior and academic) will be shared, compared and discussed. Data will also be shared with our school advisory council at our monthly meetings. Professional Development in the areas of restorative practices, and thinking maps will be another way to enhance the staff's knowledge.</p>	<p>Danny Lennox Tina Murphy Dawn Gonzalez Staci Blakeslee Lynne Anthony</p>
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
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 three 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. We continue to develop professional development throughout the year to meet the individual needs of each teacher. 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 FSA and module work and math cycles) we are going to focus on three specific areas. One of our professional development focuses will be on Thinking Maps. This will assist in increasing the rigor during the processing phase of learning, which is intended to move student achievement forward. The second area of improvement will be in addressing instructional practices based on the item analysis of formative and summative assessments. Lastly, in addition to partnering with a UCF ELL specialist, we will work with our ESOL department to develop skills to increase comprehension for our ELL population.
We will also focus on the student end product and its relationship to the standard being taught. In past walk through data, it was observed that the student product did not match the level of rigor associated with the standard.

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.

Dunedin Elementary uses the district’s Performance Matters database to analyze student learning in meeting state standards. The MTSS coach, along with the administrative team, uses grade-level data chats to discuss assessment data as it relates to Florida Standards. Teams use item analysis tools to identify learning gaps and implement teaching strategies to support remediation and re-teaching. MTSS team members will participate in district training as it relates to MAP assessment implementation and changes to Performance Matters. Grade level PLCs use comparison class data to make necessary adjustments in class 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. Best practices for teaching and learning are implemented in all classrooms. Struggling students also receive Promise Time support where they are given the opportunity to attend morning and afternoon tutoring sessions to bridge the gap. We have also been given an additional thirty minutes as part of our L300 status. The administrative team monitors the fidelity of the interventions through walk through data. Trend data is shared with the staff and individuals are given feedback. Dunedin Elementary partners with Dunedin Middle school to provide an informational “orientation” of the middle school programs. Articulation also takes 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 arts). Our MTSS team monitors grade level proficiency and identify supports in areas of need.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Our schoolwide goal is to increase and improve standards based instruction, culturally responsive instruction and student rigor and engagement. One strategy to attain this goal is to provide teams with ample time to collaborate and plan with team members and colleagues during PLCs, planning meetings and professional development opportunities.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data collection will include classroom walkthrough checklists, PLC/meeting minutes and deliberate practice plan monitoring. Review of grade books, lesson plans and review of student work.	Kerry Wyatt Tina Murphy Danny Lennox ELL Coach (UCF)
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Another schoolwide goal to support standard based instruction, culturally responsive instruction and increase rigor and engagement is to implement the use of Thinking Maps with fidelity. A team of teachers will receive professional development through Thinking Maps, with the expectation that all teams (under the guidance of the Thinking Map trained teachers) will develop plans for implementing Thinking Maps in lessons across the curriculum standards. Depth of Knowledge will be incorporated into each lesson. Weekly information will be disseminated to teachers. The administration will do walk through observations specifically targeting the effective use of Thinking Maps. Trend data will be shared with the staff and school advisory council. Individual feedback will be shared in one on one meetings.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Evidence of Thinking Maps implementation will be observed during walkthroughs and documented in team planning/meeting notes.	Kerry Wyatt Tina Murphy Danny Lennox
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



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 among 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. Staff responses depict our school exceeded all of the districts responses in the area of culture. We will continue this work area through team building exercises throughout the year. As an administration, we do not solely rely on the AdvancED 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. Additional funds have been allocated for additional professional development and time to review student work. The master schedule is also designed to give each grade level the same planning time to promote collaboration.

 **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 focused on the understanding and implementation of AVID. This is an acronym for Advancement 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 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 AVID core has increased to include all 2nd through 5th grade teachers. Monthly ADVID meetings will occur throughout the year and review the practiced AVID strategies. Thinking Maps was another tool we used throughout this past year. Teachers attended a training and began using several maps to increase higher level thinking. Evidence of its use was seen during classroom walk through data. Our next steps is to increase the formalized professional development to increase its use and teacher knowledge. Through walk through data, we observed the implementation of specific AVID strategies and Thinking Maps. In September of 2016, we had 0% implementation of AVID strategies. We did a walk through to monitor implementation of AVID strategies and 100% of our students in third through fifth grade were using an AVID notebook. This was one of the major strategies we implemented during this past year.

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, ISM visit feedback, etc.).

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/ELL reading strategies	Pre School and weekly through newsletters	2 nd -5 th grade teachers	Teachers will have a better understanding of how to improve rigor by using this tool
AVID	Monthly meetings starting in August-May	All 3-5 teachers	Teachers will now bring sample of student work and evaluate the students' success of the strategies taught.
Reading Units of study	Pre-School and county provided workshops	All Kindergarten through second grade teachers	This will be our second year of implementation of the RUS method of teaching reading. The outcome is that students meet expectations in reading.
Restorative Practice	Pre-school, then monthly starting in September through May	Entire Staff	The staff will be introduced to Restorative Practice strategies. The outcome is to increase our student culture within the school
ESOL	Pre-School, Continues through the school year.	Entire Staff	Improved learning by ELL and Hispanic subgroups, as well as all students experiencing improved instructional strategies.
Collaborative Cohort Learning walks	TBD	K-5	Through a partnership with Eisenhower, High Point and Gulfport elementary schools, we will work together and attend schools each 6 weeks to build an instructional team to support our areas of growth. Action plans will be developed after each visit and followed up on the next visit.



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 implemented 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. Our feedback from Advanced Ed depicts a community that feels welcome at the school. We will increase our efforts in having school based events that address learning. Student led conferences will be encouraged and piloted in one grade level.

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 interpreting and using student data via trainings, data chats and/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. Dunedin plans to hold a school-wide data night to support teachers, students and families in holding meaningful data-driven discussions.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<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 type="checkbox"/>	<input checked="" type="checkbox"/>

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

Family Engagement / Key Goals and Strategies

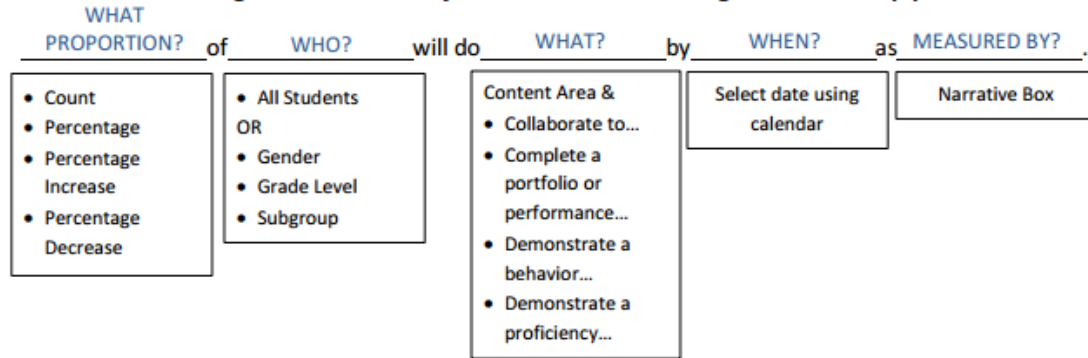
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Increase opportunities for our families to come to events that will target academic knowledge and how they can assist their child.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Design family events that focus on reading standards that will increase out student achievement.	Danny Lennox, Kerry Wyatt, Vilma Montoya, Dawn Allison, Cher Harris, Karen Barnett and Tina Murphy

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?	
Form a team to bring in community supports into our school and bridge our connection to community and students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide students and families to access community supports during school events. In addition, for students to observe community members on our campus to link the school and community leaders.	Danny Lennox, Staci Blakeslee, Tina Murphy, Kerry Wyatt, Karen Barnett
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted School Goals / Action Steps

Academic Goal

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



SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Kerry Wyatt and Tina Murphy
Dunedin Elementary will increase reading (ELA) scores to 50% of students reaching proficiency levels for each student’s subgroup.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Students will attend an additional 30 minutes of reading intervention time daily.	Students will be using the Jan Richardson guided reading and the assessments to go along to determine success.
Teachers will be attending a yearlong professional development targeting our EL population and overall reading strategies.	Teachers will demonstrate knowledge of EL strategies as measured by our appraisal instrument.
EL students will increase their reading skills as teachers begin implementing strategies that will increase vocabulary and understanding.	EL students will increase their reading proficiency to 50% or more as measured on the FSA.
Teachers in 2 nd -5 th grade will attend monthly thinking map training through their PLC.	Teachers will use thinking maps and student’s thinking will be evidenced through student produced work.
Teachers in K-2 will continue the work with the Reading Units of Study as professional development to improve their knowledge of reading.	Students in first and second grade will increase their reading scores as measured by MAP.

Mathematics Goal	Goal Manager: Kerry Wyatt and Tina Murphy
Dunedin Elementary will increase their overall 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 2-5 will use Thinking Maps as a tool to increase academic vocabulary and math skills	Students will increase math scores as evidences through MAPassessments.

Use diagnostic data to differentiate and scaffold instruction with matched interventions to meet the many different learning styles.	Math Map Assessment Pre/Posttest per unit. ST Math reports Report card data
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Science Goal	Goal Manager:
Dunedin Elementary will increase science scores to 50% of students reaching proficiency levels for each subgroup as measured on the fifth grade FSA.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will be working with Just in Time coaches twice month to work on strategic planning of science units.	Plans produced through coaching sessions monthly.
Students in grades 3-5 will participate in the science lab to develop their understanding science grade level expectations.	Lab schedule and science common assessments will demonstrate a level of understanding.
Teacher will use the success criteria to evaluate student learning within each science workshop.	Teachers will work collaboratively during PLC's and planning to evaluate students work and learning.

Other School Goals* / Use Only as Needed

*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 Schools, 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
Provide schedule of wellness activities for students and staff. Provide a variety of resources to embed into daily instruction.	By April 1, 2018, the Healthy School Team will edit the school's Healthy schools program assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.
For 2017-2018 school year, 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 that item(s) by November 2017. The target for the 17-18 school year is to become eligible for national recognition in 5 out of 6 of the Alliance for Healthier Generations' Healthy School Program Assessment Modules.	

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

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

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Kerry Wyatt and Tina Murphy
Increase the percentage of Black students scoring proficiency by 25% in reading, math and science as measured by the 2018 FSA and county assessments.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Staff will be given professional development on creating a culturally responsive classroom. This will be done during grade level PLCs. Systematic implantation of Thinking Maps. The school counselor will continue with our “faculty champion” as a mentoring program for our African American subgroup. Match interventions to the gap found in knowledge for our African American students.	The number of referrals will decrease for our Black students. The number of referral will represent the percentage of Black student that are representative at Dunedin Elementary. Map assessments Running records Formative Assessments Report Cards

Subgroup Goal (ELL)	Goal Manager: Kerry Wyatt, Tina Murphy, Jackie Vorbeck, Vilma Montoya and Sharon Earle
Increase the percentage of ELL students scoring proficiency by 25% in reading, math, and science as measured by the FSA and county assessments.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Professional Development will be scheduled monthly by Cyndi Walters from UCF on specific EL strategies to assist our EL students in reading.	EL student will show improvement in reading as based on the MAPP assessments, running records, and 2018 FSA.
Monthly parent meeting will occur to work with families on how to assist their children academically.	Newsletter offering the training and sign in sheets.

Subgroup Goal (ESE)	Goal Manager: Kerry Wyatt, Tina Murphy, Karri Wright, and Terri Mullin
Increase the percentage of ELL students scoring proficiency by 25% in reading, math, and science as measured by the FSA and county assessments Place goal statement here.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Professional Development will be scheduled monthly by Cyndi Walters from UCF on specific ESE strategies to assist our ESE students in reading. Thinking Maps will be tied into the EL training.	ESE students will show improvement in reading based on the MAPP assessments, running
Parent meetings will occur to work with families on how to assist their children academically	Newsletter offering training and sign in sheets.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*

Students scoring at FSA Level 1 (ELA or Math)			25	30	26				
Students with excessive absences / below 90 %	12	4	11	10	8				
Students with excessive behavior / discipline**	0	0	0	0	0				
Students with excessive course failures**	4	2	5	1	0				
Students exhibiting two or more Early Warning indicators	5	1	4	12	23				

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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 that 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 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		
Place goal statement here (only if needed).		
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.

Describe your academic intervention supports here. 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 2018 FSA and Map assessments.	

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	50	% with advanced degrees	40%
% receiving effective rating or higher	TBD	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	12%
% certified in-field**	100%	% 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. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

We continue to have a stable faculty with little turnover. Our school welcomes practicum interns. Dunedin partners with St. Petersburg College and places interns with our teachers for consecutive semesters. This allows us to see the brightest and best. When openings occur, we will be able to tap into the pool of interns.

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
Yolanda	Pagan	Hispanic	Support Employee
Agnes	Smith	Black	Parent
Juana	Lopez	Hispanic	Parent
Celia	Gonzalez	Hispanic	Parent
		Select	
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		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/12/2017
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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:
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Please state the days / intervals that your team meets below.
The team meets every two weeks to review data and our initiatives

 **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. Attached budget if preferred.

TDE's will be used to visit model classrooms and for collaborative planning. (\$2500) Supplemental classroom libraries to support high engagement reading opportunities (\$2500)

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