

Dundee Elementary School Improvement Plan



Problem Statement: According to our 2026 Spring MAP Reading results, 18% of our K-6 students are not reading at grade level (below 50th %ile). Out of the 83 students not on grade level, 60% are either black or Hispanic. According to our 2026 NSCAS data, 65% of our students in the developing range are either black or Hispanic.

Root Causes: As we analyze student data, our black and Hispanic students are not showing growth at the same rate as our white students. Several factors: attendance, engagement, and behaviors, are contributing to that 60%.

Goal 1: By June 2027, we will increase the percentage of students identified as 'At' or 'Above' the grade level mean RIT as measured on the MAP assessment by 3.48%. Spring 2026 rate: 82.12%
GOAL rate for Spring 2027: 85.6%

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? Budget Planning
K-2 Structured Literacy K-3 UNO Cohort	Implement structured literacy in all K-2 classrooms and foundational skills in 3-5 classrooms.	Instructional coaching rounds with a focus on engaging our subgroup students	School Wide	HMH Assessments (monthly)	Science of Reading – UNO Cohort
	Provide students with multiple opportunities to practice letters and letter sounds, decoding, encoding, blending, and segmenting	Collaborative planning during PLCs		MAP Reading	HMH resource availability and usage
	Provide continuous coaching and feedback during structured literacy and foundational skills instruction	Posted/stated learning targets with aligned end of lesson tasks and embedded checks for understanding	Grade Level	Structured Literacy module inventory	“Strive-for-Five Conversations: A Framework That Gets Kids Talking to Accelerate Their Language Comprehension and Literacy in PLC’s (Book study?)
	Provide each teacher with a list of students that aren’t reading on grade level and schedule our paraprofessionals to provide support to those students	Regularly provides feedback and checks for lesson implementation		Acadience Benchmarking (3x per year)	Tips on getting more out of a Read Aloud
	Intentional Read Aloud	Provides additional guidance and PD as needed		Word Study Studio (monthly)	
		Utilize our paraprofessionals to provide better support to students who need extra practice on a skill they have not mastered.			
		Expose children to language, text structures and to provide them joyful experiences with books			

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3-6 Complex Text -Scaffolds -Academic Conversations	Provide high dosage tutoring support to students scoring below the fall benchmark on the Acadience screener	Schedule students not meeting benchmark criteria to a 30-minute block of time with our high dosage tutor Monitor progress on skill			
	Provide opportunities to cite text evidence in all curricular areas. Model how to find text evidence and use it to defend an answer or their thinking.	Collaborative lesson planning during PLCs Collaborative student work analyzes during staff meetings		HMH Assessments (monthly) MAP Reading	
	Implement engagement and discussion strategies that require reading, writing, and speaking using grade level vocabulary in all K-6 classrooms	Facilitate PLCs and student work analyze protocols		Fluency & Phonics Mastery Guides – Tutoring (monthly)	
	Increase use of sentence stems and language frames with student discourse, agree and disagree, and justification or reasoning	Regularly provides feedback on checks for understandings Provide teachers with sample sentence stems to teach students how to cite their evidence Provides consistent walk throughs with coaching and feedback		Acadience Benchmarking (3x per year)	
	Facilitate PLC planning and analyzing student work protocols based on grade level SMART goals Use Read-aloud	Expose children to language, text structures and to provide them joyful experiences with books		Word Study Studio (monthly)	

Root Causes: Family priority and transportation issues, health issues, engagement in school, lack of knowledge of how minutes missed add up, and some behaviors can contribute to this avoidance of school.

<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	<u>Actions:</u> Set attendance goal of no more than 3 absences each quarter. Twelve absences would keep students in the non-chronic domain. (green and yellow).	<u>Success Criteria:</u> Number of times a class has turned over letters. Attendance rates per class Track school goal of attending 90.1% of the school year. Run attendance data and identify students who have missed 2 or more days in each month so a conversation can be held about only one more day being missed.	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		<u>Professional Development:</u> What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here	
Weekly Attendance Mtgs	Plan and schedule attendance pop up parties	Classrooms are turning over attendance letters for students on time and present the whole day. Increase in class celebrations Increase school wide/individual recognition for attendance. Include in monthly newsletter and morning announcements Follow-up discussion at next meeting.	School Wide	Attendance dashboard Attendance Bulletin board	Weekly attendance progress update in Weekly staff bulletin. Update attendance bulleting board bi-weekly? Monthly? Include attendance data in Dundee Dispatch, our monthly newsletter to families. Positive language for all!	
	Meet weekly to discuss attendance data and address student attendance issues		Grade Level	Attendance Bulletin board		
	Attendance Team will meet bi-weekly to discuss students at risk and review help given to student/family OR what assistance needs to be given.		Collaborative Team			
	Building Relationships		Identify students who are chronically absent year after year.	School Wide		
				Grade Level		

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	Teacher builds relationship with these students. (4-1) Create attendance goals with students.	Use consistent positive talk with ALL students and specifically with our identified student. Create simple attendance data tracker for student/teacher use to show daily, weekly, and monthly growth.	Collaborative Team		
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