Pinellas County Schools

DUNEDIN ELEMENTARY SCHOOL

2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Dunedin Elementary's mission is to be responsive to the academic, emotional, and social needs of each child. We will work to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Christina Murphy

murphychr@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on the data, teams are provided with differentiated support from school leaders and coaches. Other job duties include being the Instructional Leader and having an intentional focus on all aspects of school improvement. The Principal and AP will also develop and monitor goals and action steps decided upon by the school leadership team. Duties also include the following: Curriculum Specialist/Learning Specialist, PBIS Coordinator, Safety and Operations Manager, conducting Instructional walk-throughs, Teacher observations and evaluations, Testing

Coordinator, MTSS team member, ILT, and CST. Principal and AP also oversee all curriculum areas, manage, analyze, and interpret school data from a variety of sources, and engage in effective action planning to identify and close achievement gaps to meet academic goals. Finally, the Principal and AP are active participants in collaborative planning, and provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #2

Employee's Name
Tamara Killian

killiant@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on the data, teams are provided with differentiated support from school leaders and coaches. Other job duties include being the Instructional Leader and having an intentional focus on all aspects of school improvement. The Principal and AP will also develop and monitor goals and action steps decided upon by the school leadership team. Duties also include the following: Curriculum Specialist/Learning Specialist, PBIS Coordinator, Safety and Operations Manager, conducting Instructional walk-throughs, Teacher observations and evaluations, Testing Coordinator, MTSS team member, ILT, and CST. Principal and AP also oversee all curriculum areas, manage, analyze, and interpret school data from a variety of sources, and engage in effective action planning to identify and close achievement gaps to meet academic goals. Finally, the Principal and AP are active participants in collaborative planning, and provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #3

Employee's Name
Lynne Anthony

anthonyl@pcsb.org

Position Title
School Social Worker

Job Duties and Responsibilities

Ms. Anthony assists our families and students with resources to address food insecurities, counseling, homelessness, crisis intervention, and any other social-emotional needs. In addition, she

monitors our attendance and leads the Child Study Team, addressing barriers to student attendance which has a strong impact on academic performance. The social worker also serves on our leadership, MTSS and PBIS team.

Leadership Team Member #4

Employee's Name
Sarah Bailey

baileysar@pcsb.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Ms. Bailey supports the ELA curriculum and the process of lesson planning aligned to standards. She also supports school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. The following duties are also part of her responsibility:

- Build capacity by increasing teacher leadership.
- Literacy Leader.
- Monitor all data related to ELA, including computer-based learning programs.
- Promote a culture of collaboration and high standards for instruction.
- Help teachers create formative assessments within ELA.
- Oversee academic pacing calendar to ensure all grade-level standards are taught.
- Facilitator of ELA PD.
- MTSS team member.
- Participate in instructional walk-throughs.
- Attend monthly district coaching meetings and implement ideas/tasks.
- Apply and communicate knowledge of research-based instructional practices that are effective.
- Analyze ELA data with teachers and the school leadership team and assist with developing action plans.
- Assist teachers with collaborative planning around the ELA standards using district reading modules and resources.
- Pull small groups for students needing intervention and enrichment.
- Support curriculum planning and PLCs using extended planning time.
- Provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #5

Employee's Name

Erin Macking

mackinge@pcsb.org

Position Title
Math Coach

Job Duties and Responsibilities

Erin promotes a culture of collaboration and high standards for instruction. She also supports school leadership by helping to develop and implement goals and action steps to increase math achievement.
The following duties are also part of her responsibility:

- Build capacity by increasing teacher leadership.
- Support math curriculum lesson planning aligned to benchmarks and within grade level limitations.
- Facilitate Math PD and work with teachers during collaborative planning.
- Develop, monitor, and assist teachers in analysis and use of math formative assessments to drive instruction.
- Ensure interim assessments are completed by all grade levels.
- Monitor the pacing of the math instructional calendar to ensure all standards are taught.
- Engage teachers in doing the math before instructing students.
- Monitoring and supporting the math block and intervention.
- Math ILT leader.
- Monitor and take action on all data related to math, including learning computer-based programs.
- Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning.
- Pull small groups for students needing intervention and enrichment.
- Develop math spiral review plans.
- Support curriculum planning and PLCs using extended planning time.
- Engage in Learning Walks with ILT.
- Attend monthly district coaching meetings and implement ideas/ tasks.
- Provide teachers with constructive and honest feedback to continuously improve instructional practice

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School data and feedback from parent and staff surveys were analyzed by the leadership team, staff, and SAC to determine next steps. Academic areas with the largest gaps will be areas of focus for the 2026-2027 school year. Professional Learning Communities will focus on data analysis, collaborative planning, standards-based instruction, and utilization of high-yield strategies. In addition, teachers and students will continuously monitor progress and goal setting with action steps and partner with families to move towards increased proficiency. PBIS strategies will be implemented and monitored, creating a positive culture and climate. We will also continue to provide PreK-2 staff development for the 2026-2027 school year as a PELI school and utilize a PreK-2 PELI Coach to engage in weekly common planning, monthly Data PLCs, and coaching cycles.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Through ongoing data analysis, the ILT and MTSS team will examine data and make decisions about next steps. The grade level teams will use data in their weekly collaborative planning sessions to ensure we are meeting the needs of all students. Once per quarter, SIP will be reviewed during a faculty meeting. Data will be analyzed multiple times a year, and the plan will be revised as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: C** **2023-24: B** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	52	58	78	63	55	72				378
Absent 10% or more school days	0	14	19	21	10	16	0	0	0	80
One or more suspensions										0
Course failure in English Language Arts (ELA)	0	0	0	1	1	2	0	0	0	4
Course failure in Math	0	0	0	0	0	3	0	0	0	3
Level 1 on statewide ELA assessment	0	6	15	19	2	11	0	0	0	53
Level 1 on statewide Math assessment	1	10	11	25	2	14	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	3	3	6	4				21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	5	3	2	6	5				27

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	11	18	3	17	0	0	0	57

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	7	4	3	1	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	50	64	71	70	47	77				379
Absent 10% or more school days		19	21	18	10	18				86
One or more suspensions		1		1	2	4				8
Course failure in English Language Arts (ELA)										0
Course failure in Math					1	1				2
Level 1 on statewide ELA assessment		7	17	23	22					69
Level 1 on statewide Math assessment		10	6	22	9	15				62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	5	6	1					17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	5	10	2					20

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	3	10	4	21				45

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	2	3						8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	68	62	42	64	59	50	61	57
Grade 3 ELA Achievement	76	70	61	49	67	59	68	63	58
ELA Learning Gains	69	65	63	54	62	60	55	64	60
ELA Lowest 25th Percentile	70	63	58	55	59	56	47	62	57
Math Achievement*	66	72	66	46	69	64	51	66	62
Math Learning Gains	60	69	64	53	67	63	54	68	62
Math Lowest 25th Percentile	37	56	50	63	56	51	59	58	52
Science Achievement	68	72	62	53	70	58	52	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	511
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
64%	52%	56%	41%	47%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
English Language Learners	64%	No		
Black/African American Students	58%	No		
Hispanic Students	62%	No		
Multiracial Students	64%	No		
White Students	81%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	76%	69%	70%	66%	60%	37%	68%					
Students With Disabilities	54%	75%	50%		60%	50%		80%					
English Language Learners	61%	80%	63%	73%	61%	59%	42%	69%					
Black/African American Students	56%		76%		60%	47%		50%					
Hispanic Students	64%	77%	60%	79%	62%	56%	33%	64%					
Multiracial Students	53%		86%		59%	57%							
White Students	76%	81%	70%		80%	81%		100%					
Economically Disadvantaged Students	59%	73%	63%	65%	61%	54%	33%	70%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	42%	49%	54%	55%	46%	53%	63%	53%					56%
Students With Disabilities	21%	20%	54%		38%	64%	80%	50%					40%
English Language Learners	43%	46%	50%	43%	47%	53%	64%	56%					56%
Black/African American Students	31%	30%	55%	50%	27%	44%	62%	50%					
Hispanic Students	44%	56%	47%	46%	50%	59%	77%	50%					55%
Multiracial Students	40%		58%		58%	58%							
White Students	58%		68%		61%	50%		70%					
Economically Disadvantaged Students	37%	38%	54%	55%	43%	51%	57%	49%					52%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	68%	55%	47%	51%	54%	59%	52%					66%
Students With Disabilities	18%	38%	52%	56%	24%	61%	68%	31%					47%
English Language Learners	43%	68%	52%	45%	56%	53%	57%	30%					66%
Black/African American Students	36%	60%	41%		42%	57%		33%					
Hispanic Students	50%	65%	60%	50%	59%	59%	60%	48%					63%
Multiracial Students	50%				46%								
White Students	65%	78%	61%		54%	39%		73%					
Economically Disadvantaged Students	45%	65%	50%	45%	47%	56%	63%	45%					64%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	68%	4%	60%	12%
ELA	4	44%	66%	-22%	60%	-16%
ELA	5	69%	66%	3%	61%	8%
Math	3	85%	71%	14%	66%	19%
Math	4	45%	72%	-27%	65%	-20%
Math	5	53%	69%	-16%	62%	-9%
Science	5	64%	70%	-6%	60%	4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data components that showed the most improvement from the 2024-2025 school year were in ELA.

- ELA achievement for grade levels 3-5 showed a 24% increase
- Grade 3 ELA achievement showed a 27% increase
- ELA learning gains showed a 24% increase

We attribute these improvements due to the following:

- Having a full-time on-site Literacy Coach who worked in classrooms daily, supporting teachers with instructional strategies, as well as supporting students in small groups.
- The Literacy Coach who also worked with grades 3-5 teachers weekly, planning lessons, drilling down to specific needs of students based on data, and using ALDs to inform teachers on the results they should be expecting from students to show a command of each benchmark.
- A concrete systematic approach to collaborative planning and data analysis.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing area for the 2025-26 school year was our Math L25 subgroup, with a decrease from 63% in the 24-25 school year to 37% for the 25-26 school year. We attribute this loss to changing our approach to prioritizing our "bubble students" during math intervention time and Promise Time in order to increase our overall math achievement and learning gains, which was a successful strategy, growing from 46% overall achievement in 2024-25 to 65% for 2025-26, and increasing our overall learning gains from 53% to 60%; however, we failed to have a positive affect on our lowest performing math students because of this change in approach to math instruction and intervention.

Greatest Decline

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

The greatest decline also belongs to the Math L25 subgroup, as they declined from 2024-25 to 2025-26 by 26%. The greatest factor to contribute to this decline was our approach to prioritizing overall math achievement and learning gains and not specifically targeting our L25 subgroup with rigorous, intensive support.

Greatest Gap

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 data component with the greatest gap when compared to the state average was our fourth-grade overall proficiency, with the state average coming in at 66% while Dunedin's fourth grade overall proficiency score was 44%. Factors that may have contributed to this gap were mostly behavior related with a total number of referrals (19) and minor infractions (87) for this grade level. We have noticed a trend with this cohort of students, as they exhibited behavior concerns when they were in third grade as well. We have strategically chosen teachers for the students who need the most support as they transition to fifth grade next year. Another factor that may have contributed to the gap between Dunedin and the state average for 4th grade is the number of students in this cohort that have an IEP or 504. Our goal is to ensure that these students are provided with intensive interventions, monitoring with feedback, and frequent data chats to ensure they are working towards their goals.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern based on our EWS is the number of students with 10% or more absences. Another area of concern is the number of students who scored a level 1 on the statewide math assessment.

Highest Priorities

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

Strong math instruction, especially for our lowest performing students
Consistent academic and behavior support for our incoming second and fifth graders
Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Dunedin fourth grade overall proficiency has continuously been lower compared to district and state averages over the last several years. We have identified fourth grade ELA as a crucial need for improvement based on the gaps in the ELA data between intermediate grade levels, with fourth grade scoring much lower than third and fifth grades. We believe these gaps exist due to interrupted Tier 1 instruction caused by challenging student behavior and a lack of understanding for providing appropriate support for these behaviors.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This year our fourth-grade overall proficiency was 44%, with an ELA proficiency level of 48%, compared to third grade who scored 76% in ELA and fifth grade who scored 71% in ELA. The goal for fourth grade for the 2026-2027 school year will be to increase from 48% proficiency in ELA to 62% by May 2027 as measured by the FAST ELA Assessment PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by our ELA team, which consists of administration, Reading Coach, and fourth grade team leader. We will conduct frequent walk-throughs, participate in collaborative plannings, hold regular data PLCs (analyzing academic and behavior data) and provide support for academic and behavior concerns by our Reading Coach and Student Services team.

Person responsible for monitoring outcome

Tina Murphy and Tammy Killian

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based intervention we will use to improve fourth grade ELA is explicit reading and writing instruction combined with targeted vocabulary (specifically morphology) instruction.

Rationale:

Rationale: Fourth grade ELA has consistently scored lower than other intermediate grade levels and is in need of more intensive and specific reading instruction. Data indicates that one area of literacy that has attributed to those low scores is knowledge of vocabulary and morphology. We also have a high number of non and early English speakers who need more intensive vocabulary instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strong collaborative planning

Person Monitoring:	**By When/Frequency:**
Sarah Bailey and Tammy Killian	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through weekly collaborative planning sessions, fourth grade teachers will improve knowledge of fourth grade ELA benchmarks. ALDs, and instructional delivery. This will give them the tools to increase the effectiveness of their ELA instruction and therefore improve student achievement. We will monitor the effectiveness of these action steps through walk-throughs and data analysis of all ELA assessments.

Action Step #2

Professional development for instruction in morphology

Person Monitoring:	**By When/Frequency:**
Sarah Bailey	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Site based Reading Coach will deliver professional development for instruction in morphology. Fourth grade has consistently scored lower in this area of vocabulary knowledge, and we feel that this is an area that will give students the strategies they need to improve their comprehension when reading and writing. We will monitor the effectiveness of these action steps through data analysis of all ELA assessments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Grades 3-5 instructional practices specifically related to ELA will be to incorporate various strategies determined during collaborative planning meetings. Specific evidence-based strategies will include establishing learning goals that identify the critical content, incorporating teacher clarity by using step-outs, using Writing Revolution strategies to support comprehension, and student monitoring for evidence of achieving the desired result in every lesson by using FAST style exit tickets.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA grades 3-5 will increase from 66% to 68% by May 2027 as measured by PM3 FAST assessment

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Instructional Leadership Team (Principal, AP, PELI Coach, and Reading Coach) will facilitate weekly collaborative planning sessions and Data PLCs to monitor implementation and impact. ELA Coaches will also conduct coaching cycles and provide actionable feedback. Administrators will conduct daily walk-throughs and have one on one data chats with all teachers in order to stay up to date on student progress.

Person responsible for monitoring outcome

Tammy Killian

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based intervention we will use to improve overall ELA achievement is explicit reading and writing instruction, planned in consistent collaborative planning sessions, combined with incorporating strategies from The Writing Revolution as well as intensive vocabulary practice

(specifically morphology) to increase student comprehension.

Rationale:
Rationale: Walkthrough data show that having well-planned explicit ELA lesson plans, developed during collaborative planning and using the ALDs have increased student achievement in ELA. Data also indicates that one area of literacy that has attributed to students with low scores is knowledge of vocabulary and morphology. We also have a high number of non and early English speakers who need more intensive vocabulary instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional development for vocabulary and morphology

Person Monitoring:
Sarah Bailey

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Site based Reading Coach will deliver professional development for instruction in morphology. Grades 3-5 students have consistently scored lower in this area of vocabulary knowledge, and we feel that this is an area that will give students the strategies they need to improve their comprehension when reading and writing. We will monitor the effectiveness of these action steps through data analysis of all ELA assessments.

Action Step #2
Strong collaborative planning

Person Monitoring:
Sarah Bailey and Tammy Killian

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through weekly collaborative planning sessions, grades 3-5 teachers will improve knowledge of grade level ELA benchmarks. ALDs, how to incorporate Writing Revolution strategies, and instructional delivery. This will give them the tools to increase the effectiveness of their ELA instruction and therefore improve student achievement. We will monitor the effectiveness of these action steps through walkthroughs and data analysis of all ELA assessments.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Dunedin overall math proficiency has continuously shown improvement. We have identified our L25 math students as needing more intensive supports based on the 38% data. This year, we did not balance the support between our bubble students and our L25 students, and it shows in the data. We will specifically target our 5th-grade students and 3rd-grade students based on 25-26 outcomes. Explicit and systematic instruction with scaffolds as needed will be planned to ensure teachers fully understand the benchmarks and the expectations they have for students. Teachers are more effective when providing explicit guidance with practice and feedback.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math grades 3-5 proficiency will increase from 65% to 67% by May 2027 as measured by PM3 FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The monitoring will be conducted by admin and Math coach walk-throughs as well as collaborative planning sessions. We will use observation, exit tickets, topic assessments, other formative assessments, and Benchmark Assessments to measure the success of this focus. Data PLCs are scheduled for all Topic and Benchmark Assessments throughout the year for all grade levels.

Person responsible for monitoring outcome

Erin Macking and Tina Murphy

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide high-quality, benchmark-aligned learning.

Rationale:

The targeted instruction requires planning toward mastery of standards and identifying the barriers

that may be causing the gaps. The teachers must KNOW the standards and then make specific plans for the targeted group of students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Plan for instruction of L25 Math students

Person Monitoring:
Erin Macking and Tina Murphy

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math coach and admin will participate in all grade-level planning sessions and data PLCs to ensure that the action plan for the L25 students is addressed. In the past, we have failed to complete the action steps of planning to address the learning gaps that we identified. Once the planning is completed, the coach and admin will monitor the implementation of the plans in the classrooms.

Action Step #2
Data PLCs to determine ongoing needs

Person Monitoring:
Erin Macking and Tina Murphy

By When/Frequency:
post assessments and ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math coach and admin will participate in Data PLCs to ensure the proper focus is given to the L25 student planning. Supporting teachers with resources and additional Title I assistance will occur during these PLCs.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus aligns with our area of focus for ELA and is connected to a common goal of developing student vocabulary across content areas. Data show that student mastery of scientific vocabulary has been a barrier to comprehension and application of scientific principles.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Science proficiency will increase from 67% to 70% by May 2027 as measured by PM3 SSA

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor that these routines are being established during classroom walkthroughs as well as being planned during science collaborative planning.

Person responsible for monitoring outcome

Tammy Killian and Libby Carpenter

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In connection with our focus on vocabulary and morphology in ELA, the evidence-based intervention we will use for science will be ensuring explicit academic vocabulary instruction, as well as using The Writing Revolution strategies to increase student scientific comprehension.

Rationale:

Rationale: Science proficiency is strongly tied to students' ability to understand and use scientific language.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement vocabulary routine

Person Monitoring:	**By When/Frequency:**
Tammy Killian and Libby Carpenter	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will use the same routine across grade levels: Say the word, give student friendly definition, show visuals, provide examples and non-examples, use the word in context, have students practice

verbally and in written form, using Writing Revolution strategies.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Ensure teacher clarity and differentiated small group instruction are designed and implemented in alignment with evidence-based practices. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall ESSA score for proficiency for Black students was 58%.
ELA proficiency for the Black subgroup will increase from 56% to 60% by May 2027 as measured by PM3 FAST assessment.
Math proficiency for the Black subgroup will increase from 60% to 62% by May 2027 as measured by PM3 FAST assessment
Math learning gains for the Black subgroup will increase from 47% to 60% by May 2027 as measured by PM3 FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Admin and coaches will attend collaborative planning sessions to support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development. This team meets weekly to report ongoing progress monitoring results.

Person responsible for monitoring outcome

Administrators and Content Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic/tactile modalities in the acquisition of reading and math skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprise explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning for ALL students

Person Monitoring:	**By When/Frequency:**
Admin and content coaches	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches and admin will participate in all grade-level planning sessions and data PLCs to ensure that the action plan for the black students is addressed. Once the planning is completed, the coaches and admin will monitor the implementation of the plans in the classrooms.

Action Step #2
Data PLCs to determine ongoing needs

Person Monitoring:	**By When/Frequency:**
Coaches and Admin	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches and admin will participate in Data PLCs to ensure the proper focus is given to the planning for black students. Supporting teachers with resources and additional Title I assistance will occur during these PLCs.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Dunedin Elementary has a comprehensive PBIS plan. Staff, students, and their families are all trained on our PBIS processes. We also have a leadership team that addresses behavioral issues, and we use data to define which students may need Tier 2 or Tier 3 services, in which case, we use the MTSS process and district support team. Our leadership team also uses a problem-solving worksheet as needed based on data. Last year, our goal was to reduce the number of student referrals by 10%, with 44 of our students receiving an Office Referral in the 24-25 school year. We exceeded our goal being able to reduce that number to 33 students in 2025-26 for a total of a 25% reduction; however, we need to continue that work by setting another goal for the 2026-27 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our Positive Behavior and Intervention System will support the engagement and content-based tasks of our students in grades PreK-5th. PBIS will also improve the morale and culture of our school. We would like to continue to set a goal to reduce the number of student referrals in 2026-27 by another 20% through the use of improved PBIS supports.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

PBIS monitoring will occur by the PBIS team through analysis of ODRs and minor infraction reports as recorded through FOCUS. Student engagement will decrease the number of behaviors in any classroom setting which will be monitored by walkthroughs with actionable feedback.

Person responsible for monitoring outcome

PBIS Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We use the Second Step program on our morning news show daily, with specific lesson plans that target each area of learning to display socially appropriate behavior. This allows all students to receive additional instruction in social skills and appropriate behaviors, actions, and reactions.

Students also have the opportunity to practice appropriate skills through role play, student discussions, and writing opportunities as part of their morning meeting.

Rationale:
Some students are not yet equipped with the social skills needed to interact safely and appropriately in school settings. These skills are a responsibility of the school to teach to all students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PBIS Lesson planning and implementation

Person Monitoring:
Lynne Anthony

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PBIS team will meet weekly to develop lesson plans based on the second step topic of behavior. Each team member will choose a day to be on the morning news to review that days' lesson. Team members will do morning walkthroughs when they are not on the news to be sure classrooms are participating in the discussions. We will monitor the impact of the action steps by analyzing the number of classroom referrals and minor infractions and their causes.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Attendance continues to be a barrier at Dunedin Elementary. Using data analytics, we identified that 21% of our students had more than 10% of school days absent, with the highest absenteeism rates being in grades 1 and 2. These absences have a huge impact on student learning, as these are highly formative years where students are creating a foundation for their learning in all content areas

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data shows that our attendance has remained consistent with approximately 22%-23% of our students having 10% or more days absent. Our goal is to improve attendance to 90% of our

students having 95% attendance. We will be more aggressive in our Child Study Team with our plan of action for improvement of the attendance of each learner

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

CST meetings occur biweekly. We will use these meetings to address concerns early and regularly. Each team member will play a role in contributing ideas and effort in increased attendance. Ongoing monitoring will impact student achievement outcomes as absenteeism is addressed and remedied through the appropriate actions of our CST team

Person responsible for monitoring outcome

Lynne Anthony-School Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Front office staff and CST team will make regular phone calls to check in with families after the third unexcused absence.

Rationale:

Consistent communication with families will give us the opportunity to teach parents/guardians about the importance of student attendance and how it affects student achievement. It also gives us the opportunity to provide support to families who are experiencing challenges and/or barriers that may be affecting their ability to get their children to school.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Child Study Team response to absences and tardies

Person Monitoring:	**By When/Frequency:**
Lynne Anthony-School Social Worker	Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The CST team will meet bi-weekly to analyze absences, tardies, and early releases of students. We

will monitor the steps we take in response to individual student findings using a CST spreadsheet. Families will be contacted by a member of the CST team to determine what support we can offer to assist them in getting their student to school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

All stakeholders can learn about the SIP and all aspects of the school on the school's website, https://www.pcsb.org/dunedin-es.
A Title I meeting is held at the start of the school year, and this information is provided to all families. The goals stated in this plan are reviewed monthly during leadership meetings, MTSS Meetings, and at PTA and SAC meetings to monitor progress and gather input from all involved stakeholders.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Family engagement is a key strategy essential for student achievement. Our PTA is working to recruit families for their support. As a school, our plans include the following: scheduled awards ceremonies, bi-monthly FOCUS communication with families, collaboration on the year-long events calendar with PTA and School, share/post event calendar on website, communication bulletin board, continue with SAC and PTA meetings, utilize district survey for parent feedback on school academics and communication.

Based on our assessment results for this year, we will integrate specific academic trainings for our families to support at home by building their capacity. Families will be engaged multiple times during

each quarter of the school year to learn about their child's academic progress as well as to be connected with the school community. Events include parent conferences, Literacy night, Math night, testing informational sessions, and other informational sessions. Adult English Language Classes also begin at the beginning of the school year to support our families who are learning the language.

The school's Family Engagement Plan will be available to all stakeholders on the school website https://www.pcsb.org/dunedin-es

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Professional Learning Communities will focus on data analysis, collaborative planning, standards based instruction, and utilization of high-yield strategies. In addition, teachers and students will continuously monitor progress and goal setting with action steps and partner with families to move towards increased proficiency.

PBIS strategies will be implemented and monitored, creating a positive culture and climate.

We will also provide PreK-2 staff development for the 2026-2027 school year by continuing our PELI work and utilizing a PreK-2 PELI Coach to engage in weekly common planning, monthly Data PLCs, and coaching cycles.

The school will also strengthen academics by supporting and allowing teachers to collaboratively plan standards-based lessons with content coaches. Lessons will have a focus on being tightly aligned to standards, will use data to provide differentiated instruction to meet the varied needs in each class, and provide students multiple opportunities to discuss and engage with the content.

High expectations for all will again be a focus of the 26-27 school year.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan was developed and will be implemented in part using Title 1 funds, including having at least

2 hourly teachers on campus to support the growth of our tier 2 and tier 3 students.

100% of our students receive free lunch and breakfast; therefore, Dunedin Elementary works closely with the City of Dunedin, Walmart, Kiwanis Club, and several local churches and businesses. We have been able to support the needs of families with childcare, health care, school supplies, housing due to homelessness, and several enrichment activities. Our school PTA now has parent members who have been supportive of our family events as well.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Dunedin Elementary has a thriving mentor program that we strive to grow every year, matching students with appropriate mentors weekly during their lunch time.
We also have a full time counselor and social worker that work with students on a case by case basis, do whole class lessons on positive behavior strategies, and provide families with assistance when needed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Dunedin Elementary coordinates behavioral supports and early intervening services with programs and services provided under the Individuals with Disabilities Education Act (IDEA). Through collaboration among Gen Ed teachers, exceptional student education (ESE) staff, school psychologists, counselors, behavior specialists, and administrators, students are provided timely support before behavioral concerns significantly impact achievement.
MTSS problem-solving teams regularly review academic, behavioral, attendance, and social-emotional data to identify students who may need additional assistance. Interventions are implemented, monitored, and adjusted based on student progress. When appropriate, existing interventions and data may be considered as part of the referral process for further evaluation while ensuring that students receive support as early as possible.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Instructional staff will participate in ongoing professional learning focused on strengthening standards-based instruction, differentiated learning, effective intervention practices, and the use of academic data to improve student outcomes. Professional development opportunities will include district trainings, school-based professional learning communities (PLCs), instructional coaching cycles, collaborative planning, and data analysis meetings.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds continue to support the full day three-year old program allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both students and parents. Families are familiar with the personnel, environment, rules, and safety procedures. We also hold a Ready, Set, Kindergarten event in February to allow incoming families and students to come on campus and learn a little about kindergarten routines and expectations.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**