

Polk County Public Schools

Dundee Elementary Academy



2019-20 School Improvement Plan

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Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

<http://schools.polk-fl.net/dundeeelementary>

Demographics

Principal: Lana Tatom

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: B 2015-16: B 2014-15: C 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Dundee Elementary Academy aims to develop influential citizens who are globally aware, internationally minded, and have a passion for lifelong learning. We work collaboratively as a highly qualified staff with all stakeholders to provide inquiry-based instruction in a safe a supportive environment.

Provide the school's vision statement

Preparing students to excel in a global society!

School Leadership Team

Membership

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

Name	Title
TATOM, LANA Principal	Principal
Dettling, Jennifer Assistant Principal	Assistant Principal
Meek, Kimberly Instructional Coach	Instructional Coach
Royer, Renee Guidance Counselor	Guidance Counselor
Crain, Emily Other	Other
Hulsey, Gail Instructional Coach	Instructional Coach
Gavin, Jessica Teacher, ESE	Teacher, ESE

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	96	100	95	103	105	0	0	0	0	0	0	0	603
Attendance below 90 percent	13	5	8	5	9	9	0	0	0	0	0	0	0	49
One or more suspensions	1	2	2	2	2	9	0	0	0	0	0	0	0	18
Course failure in ELA or Math	12	8	16	19	22	7	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	8	22	26	0	0	0	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	8	13	12	13	0	0	0	0	0	0	0	50

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		2	2	0	5	1	0	0	0	0	0	0	0	10
Students retained two or more times		0	0	0	0	1	0	0	0	0	0	0	0	1

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

43

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance	18	13	18	5	9	0	0	0	0	0	0	0	0	63
Suspensions	2	1	1	0	1	0	0	0	0	0	0	0	0	5
In School Suspensions	3	1	7	3	1	0	0	0	0	0	0	0	0	15
Level 1-ELA	0	0	0	20	11	0	0	0	0	0	0	0	0	31
Level 1-Math	0	0	0	23	18	0	0	0	0	0	0	0	0	41

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	11	12	15	20	27	0	0	0	0	0	0	0	0	85

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance	18	13	18	5	9	0	0	0	0	0	0	0	0	63
Suspensions	2	1	1	0	1	0	0	0	0	0	0	0	0	5
In School Suspensions	3	1	7	3	1	0	0	0	0	0	0	0	0	15
Level 1-ELA	0	0	0	20	11	0	0	0	0	0	0	0	0	31
Level 1-Math	0	0	0	23	18	0	0	0	0	0	0	0	0	41

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	11	12	15	20	27	0	0	0	0	0	0	0	0	85

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	51%	57%	49%	50%	56%
ELA Learning Gains	53%	51%	58%	53%	51%	55%
ELA Lowest 25th Percentile	51%	49%	53%	46%	45%	48%
Math Achievement	62%	57%	63%	57%	58%	62%
Math Learning Gains	61%	56%	62%	49%	56%	59%
Math Lowest 25th Percentile	57%	47%	51%	17%	44%	47%
Science Achievement	43%	47%	53%	0%	53%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	104 (0)	96 (0)	100 (0)	95 (0)	103 (0)	105 (0)	603 (0)
Attendance below 90 percent	13 (0)	5 (0)	8 (0)	5 (0)	9 (0)	9 (0)	49 (0)
One or more suspensions	1 (18)	2 (13)	2 (18)	2 (5)	2 (9)	9 (0)	18 (63)
Course failure in ELA or Math	12 (2)	8 (1)	16 (1)	19 (0)	22 (1)	7 (0)	84 (5)
Level 1 on statewide assessment	0 (3)	0 (1)	0 (7)	8 (3)	22 (1)	26 (0)	56 (15)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	52%	16%	58%	10%
	2018	48%	51%	-3%	57%	-9%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	51%	48%	3%	58%	-7%
	2018	52%	48%	4%	56%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
05	2019	62%	47%	15%	56%	6%
	2018					
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	56%	9%	62%	3%
	2018	54%	56%	-2%	62%	-8%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	63%	56%	7%	64%	-1%
	2018	61%	57%	4%	62%	-1%
Same Grade Comparison		2%				
Cohort Comparison		9%				
05	2019	60%	51%	9%	60%	0%
	2018					
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	45%	-1%	53%	-9%
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	6		21	33	45					
ELL	43	42	43	57	68	75	26				
BLK	66	57		55	51	40	48				
HSP	48	46	47	59	63	65	29				
WHT	73	59	62	73	66	62	61				
FRL	51	47	45	54	57	56	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19			19							
ELL	27	27	41	53	40	10					
BLK	62	81		60	57						
HSP	36	35	42	51	41	8					
WHT	64	66		66	59						
FRL	44	51	50	54	45	17					

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our students performed the lowest in science. This was the first year our school had 5th grade in several years.

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

We did not have any areas that declined from the previous year.

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 that has the greatest gap when compared to the state average is science. This was the first year our school had 5th grade in several years.

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

The lowest quartile in math showed the most improvement, however the low level in performance experienced the previous year was not a trend over time.

The area that showed the most improvement is ELA. The new actions that we took from our SIP last year were to provide additional support for our ELL students and data meetings with students as well as their parents.

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

In reflecting upon the students that have two or more EWS indicators, we notice that we have a high number in our rising 4th and 5th graders.

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

1. Target task alignment with intentional transdisciplinary connections to increase science.
2. Small group instruction and conferring with a strong focus on our ESE subgroup as well as ELL/Hispanic subgroups in ELA.
3. Reading interventions specifically focused on ELL/Hispanic subgroups
4. Provide social emotional learning to increase daily attendance
5. 4th & 5th grade students with two EWS indicators

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Target task alignment with intentional transdisciplinary connections to increase science.
Rationale	If teachers intentionally make transdisciplinary connections and align tasks to learning targets, science performance will increase.
State the measureable outcome the school plans to achieve	Increase science proficiency from 43% to match the district/state average.
Person responsible for monitoring outcome	LANA TATOM (lana.tatom@polk-fl.net)
Evidence-based Strategy	Teachers will plan collaboratively and use the new lesson plan template school-wide which takes a transdisciplinary approach to planning.
Rationale for Evidence-based Strategy	In the past collaborative planning existed in some grade levels, however, the each grade level had their own planning document which did not lend itself well to target task alignment nor transdisciplinary instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Lesson plan template created and shared with grade chairs 2. Teachers plan collaboratively with IB coordinator/gifted teacher for transdisciplinary instruction and target task alignment 3. Leadership team conducts weekly walkthroughs in trend tracker to monitor target task alignment 4. Teachers review assessment data and refine assessment year at a glance 5. Teachers will update curriculum maps prior to each of the six IB units of study and update the annual programme of inquiry during the summer. 6. Summer tutoring and extended learning will be provided for students who do not demonstrate mastery of the intended targets. 7. Instructional supplies to support transdisciplinary instruction will be paid for from Title I. 8. Three days of professional development provided by Karen Bailey to include continuation of assessment year at a glance by grade level, review of common assessments, and analysis of student data on common assessments.
Person Responsible	Emily Crain (emily.crain@polk-fl.net)

#2	
Title	Small group instruction and conferring with a strong focus on our ESE subgroup as well as ELL/Hispanic subgroups in ELA.
Rationale	If teachers provide effective small group instruction on a daily basis during their reading block, students will become more proficient readers and student achievement levels will increase.
State the measurable outcome the school plans to achieve	We have increased ELA proficiency to 60%, learning gains to 53% and lowest quartile to 51%. Our goal is to increase in each of these areas to meet or exceed the district/state averages. While we increased the proficiency of our ELL students this past year, there is trend over time that our ELL students need additional support. In addition our ESE subgroup is also a trend over time.
Person responsible for monitoring outcome	Kimberly Meek (kimberly.meek@polk-fl.net)
Evidence-based Strategy	Readers, writers, and phonics workshop has been proven to increase student agency to become better readers and reach proficiency levels. Small group instruction and conferring are instrumental in increase student achievement.
Rationale for Evidence-based Strategy	Our school has been incorporating Readers and Writers workshop for several years. The phonics program was introduced to kindergarten and 1st grade last year. This year 2nd grade will be starting training and implementation of the phonics program. Our literacy coach and consultant will provide training to teachers in reader, writers, and phonics workshop.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading coach and consultant purchased through Title I will provide professional development on small group instruction and conferring. 2. Reading coach and consultant will provide modeling for teachers on small group instruction and conferring. 3. Teachers and leadership team will monitor small group ELA instruction and ELA plans during MTSS meetings. 4. Teachers and leadership team will monitor student data. 5. Running record books will be used to monitor data and purchased by Title I. 6. Readers workshop bags will be purchased from Title I to support the implementation of this strategy. 7. Books for classroom libraries to support small group instruction will be purchased by Title I.
Person Responsible	Jessica Gavin (jessica.gavin@polk-fl.net)

#3	
Title	Reading interventionist specifically focused on ELL/Hispanic subgroups
Rationale	Trend data shows that ELL/Hispanic subgroups are not achieving at the same level as their peers in ELA.
State the measureable outcome the school plans to achieve	Continue to increase the proficiency levels of ELL and Hispanic students to meet/exceed district/state levels.
Person responsible for monitoring outcome	Gail Hulsey (gail.hulsey@polk-fl.net)
Evidence-based Strategy	If a reading interventionist can direct ELL paras to provide training on reading strategies and small group instruction, capacity of our ELL paras will increase resulting in increased student achievement levels in ELA.
Rationale for Evidence-based Strategy	While our ELL results improved from our previous plan, there is a need to build capacity within the paras that are serving our ELL students. The reading interventionist will provide professional development, coaching, and support for our ELL paras.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule created for paras to meet with specific groups twice a week. 2. Reading interventionist has planned what the paras will be doing with the students based on data. 3. Professional development calendar for early release training for paras will be implemented by reading interventionist. 4. Reading interventionist will create a tracking document for student goals to be tracked every 4-6 weeks. 5. Family engagement activities will provided by the reading interventionist specifically for ELL/Hispanic families.
Person Responsible	Gail Hulsey (gail.hulsey@polk-fl.net)

#4	
Title	Provide social emotional learning to increase daily attendance.
Rationale	If students feel welcomed and included in the classroom learning environment, student attendance will increase.
State the measureable outcome the school plans to achieve	Daily attendance rate will increase and the number of students below 90% will decrease.
Person responsible for monitoring outcome	Renee Royer (renee.royer@polk-fl.net)
Evidence-based Strategy	Harmony will be used as our social emotional tier 1 curriculum.
Rationale for Evidence-based Strategy	The Harmony program has been proven effective in creating the conditions for learning in the classroom by providing social and emotional lessons.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional development provided by our school counselor. 2. Schedule created for school-wide implementation first thing in the morning. 3. Tracking of attendance by office staff. 4. Awards provided for attendance each card marking.
Person Responsible	Renee Royer (renee.royer@polk-fl.net)
#5	
Title	4th and 5th grade students with two EWS indicators.
Rationale	If students have two EWS indicators, they are more likely to have lower student achievement.
State the measureable outcome the school plans to achieve	Reduce the number of students with two or more indicators for 4th and 5th grade students.
Person responsible for monitoring outcome	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy	The evidence based strategy that will be used is conferring and goal setting.
Rationale for Evidence-based Strategy	Conferring and goal setting with students has been proven to increase student performance. Based on evidence of EWS indicators there are a high number of students in grade 4 and 5.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students with two or more EWS. 2. Develop a schedule to goal set and confer. 3. Track and report student data. 4. Wise Owl after school program for level 1 students in 4th & 5th.
Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)

#6	
Title	Engage families in their student's learning at DEA.
Rationale	If parents are engaged in their student's learning at DEA, student achievement increases.
State the measureable outcome the school plans to achieve	Increase the number of parents at content related events (reading, writing, math, science, FSA, student-led conferences, fine arts, international night, etc.).
Person responsible for monitoring outcome	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy	Parent engagement strategies will include capacity building in the content areas.
Rationale for Evidence-based Strategy	Capacity building will include parents completing action slips, acknowledgment and participation in reviewing the annual parent compact and PFEP. Evidence of participation in events will include sign in sheets and surveys.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish calendar of family engagement events. 2. Specific ELL training for Hispanic families scheduled. 3. Student agenda and homework folders purchased out of Title I. 4. Refreshments for parents purchased out of Title I. 5. Three growth mindset trainings following student-led conferences. 6. College and career opportunity training scheduled for parents.
Person Responsible	Emily Crain (emily.crain@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

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

No additional improvement priorities at this time.

Part IV: Title I Requirements

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

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

Part of the school's mission is to work collaboratively with all stakeholders to provide inquiry-based instruction in a safe and supportive environment. The staff and administrators have planned a variety of learning experiences for parents, offered at various times throughout the day, so that they can have a voice and in the development of their student as a global learner. One way we are doing this is by having parent meetings that will be conducted in Spanish on how ELL parents can best their reader at home. Another way that we are building positive relationships with families and communities is by starting a Growthmind Set culture at DEA. Parents and community members will be invited to attend quarterly meetings to learn how they can continue the conversations with their student at home.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Classroom teachers use Harmony daily to help meet the social-emotional needs of students. School wide our day starts with the Harmony Social and Emotional Program. Guidance will be available to students that are identified as in need of additional support. A behavior support counselor from the district will be utilized if the school is unable to meet the needs of a student.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school was identified as a gold model PBIS school. We utilize CHAMPS strategies across campus in conjunction with our PBIS program. The Drum Beat program also utilizes the following resources (not all will apply and please elaborate on applicable resources):

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

Each year we hold an event called "Up and Coming Inquirers". This event focuses on the transition from preschool to kindergarten as well as new students that are entering DEA. Parents attend an orientation where they learn about policies and procedures of the schools. They also learn about academic and behavior expectations. At the end of 5th grade, students visit the middle school that they will feed into. They are able to visit the campus and meet some of the teachers. The middle school also holds a parent information session. Students participate in the WE3Expo. During 5th grade lunch students will be learning about careers in science.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Leadership (admin, coaches, guidance) meets weekly to share information about highlights from the week and concerns. The work of this team focuses on schedules, district directives, and other procedural items needed to ensure that daily school life runs normal. There is also a Data Leadership Team that meets weekly. This team is made up of teacher leaders from each grade level and special area. Each week the group examines data by grade level and looks for trends, successes, or areas that need assistance. The group then brainstorms barriers and resources that can be used to eliminate the barrier. Working together, the groups delve into any issues and work to find solutions to the need. Both meetings are led by the principal. The assistant principal is responsible for maintaining an accurate inventory of items.

Our school uses Title I Part A funds to support our school improvement plans and to support student learning to ensure academic success. Funds are used to provide professional development, literacy coach, reading interventionist, supplemental materials and supplies, classroom libraries, and tutoring.

Title III funds are used to fund after school tutoring services for our English Language Learners.

We also have funds to support students through Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

Community members come to our Great American Teach In day to teach students about career awareness. Our DTV program also showcases careers throughout the year. Leadership also attend the local chamber meetings (Dundee and Haines City) to partner with local businesses. In addition, we are partnered with the local Dollar General store. A representative from College and Career offices will be invited to speak to 5th grade parents about middle and high school options.