

Polk County Public Schools

Dixieland Elementary School



2015-16 School Improvement Plan

Dixieland Elementary School

416 ARIANA ST, Lakeland, FL 33803

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	65%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dixieland Elementary is to promote lifelong enthusiastic achievement that is relevant and rigorous in a nurturing environment.

Provide the school's vision statement

Dixieland will address the achievement needs for our diverse students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Dixieland Elementary teachers develop relationships with students through team building, collaborative structures, setting goals with high expectations which are embedded in the PBS expectations. Staff use a class family language to foster strong affiliations with each other, with a respect for the diversity within the school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Dixieland Elementary is a Positive Behavior Support school. School-wide behavior expectations are explicitly taught, modeled, and practiced to promote a safe and nurturing learning environment. The policies within the Polk County Schools Code of Conduct are established and maintained through the PBS plan. The school has zero tolerance for bullying and follows the district anti-bullying policies. Students, parents and staff can report bullying through the district's online bully reporting and the bully box in the office. Students are supervised at all times while on campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Every year the entire staff participates in Professional development on the school-wide PBS Plan. School-wide expectations are posted and explicitly taught, modeled, and practiced throughout the year. Students earn Strive for 5 points throughout the day for meeting the clearly defined school-wide expectations. The first point of the day, the Ready to Learn point, is earned for being in uniform, on time to school, with the student agenda signed by the parent, homework completed, and having a good attitude. Additional Strive for 5 points may be earned during instruction for meeting the classroom expectations, such as being on task and intellectually engaged. The number of Strive for 5 points is written in the agenda so parents are aware of the student's daily success in meeting the learning expectations. Students also work collectively as a class to meet the expectations at specials and in the lunchroom. They have the opportunity to earn a High 5 sticker at specials and at lunch daily. When the High 5 chart is filled, the class earns the class selected incentive. The PBS team meets monthly to review and analyze data to identify areas of concern.

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

- Mentors are assigned to students with various needs (Teachers, Senior Mentors, Teen Trendsetters)
- Check In/Check-out is utilized with students in need of positive adult interaction and positive feedback through the school day.
- School based team meets monthly to discuss students with barriers to academic and social success to determine action needed

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Dixieland Elementary's Early Warning System provides us with a list of students that are absent 10% or more of the days enrolled or tardy 20% or more in one period. When students names enter this system it is our responsibility to contact the parents to let them know the urgency behind their child's absences or tardies. If parents do not respond to our communication, we then contact our School Social Worker to make a home visit.

Students who are 2 years over age or more appear on this report. We monitor their academic progress at monthly data meetings. Students with 3 or more Out of School or In-school Suspensions also appear on the Early Warning System report. Discipline data is analyzed and monitored by the PBS Leadership Team and the problem solving team meets as needed to determine appropriate supports for students with behavioral concerns. Dixieland Elementary also utilize data systems to identify students who have attendance, behavioral or academic concerns.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	14	9	9	4	13	59
One or more suspensions	3	0	2	1	1	1	8
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	21	0	0	21

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	2	1	1	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

When the Dixieland attendance manager is made aware of students identified by the early warning system, parent(s) are contacted and made aware of the seriousness of their child's absences. Usually absences result in missing work or suffering grades. Our teachers and staff are in constant communication with parents about absences or tardies in the student agenda and daily attendance calls.

Intervention:
 PST meet to problem solve and create action plans.

Attendance intervention meeting scheduled with parent(s), contracts and intervention plans for attendance are developed.
Connect students and their families to needed school-based and community resources.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192567>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Administration and staff collaborate with community stakeholders and business partners to provide additional resources that support teaching and learning, and are aligned with school improvement goals. Administration, staff, and student groups participate in community events. Administrations fosters relationships with community organizations to coordinate resources to increase student achievement and provide mentoring and tutoring to at risk students. The School Advisory Council, composed of administration, staff, parents, and community members, meets regularly for the purpose of school improvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Mulder, Dawn	Principal
Taylor-Brown, Syrita	Assistant Principal
Conley, Joy	Instructional Coach
Harris, Daphne	Instructional Coach
Seeden, Shenita	Guidance Counselor
Smith, Karie	Teacher, ESE
Glenn, Pam	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators frequently monitors the implementation of the Florida Educator Accomplished Practices, providing feedback to teachers on instructional effectiveness and student learning. They collaboratively plan with the leadership team regularly to engage in data analysis for instructional planning and improvement, to plan for staff professional development with instructional coaches based on classroom observation and student learning needs, and to monitor the implementation of school improvement efforts. They frequently communicate to staff the relationship between effective, rigorous, standards-based instruction and student learning. The principal ensures that resources and energy are directed toward an effective learning environment that is focused on student success. Reading Coach - Provides ongoing professional development based on data indicators for areas of need in the school, teacher pedagogy, and student needs for reading Tier 2 and Tier 3 reading interventions. The Reading Coach continues to base support on research based best practices and also continues to stay on top of latest research on reading instruction and best practices for teaching reading. The Reading Coach meets with teachers once a week and determines areas of support and need through collaborative planning conversations.

Math Coach - Provides ongoing professional development based on data indicators for areas of need in the school, teacher pedagogy, and student needs for Math Tier 2 and Tier 3 reading interventions. The Math Coach continues to base support on research based best practices and also continues to stay on top of latest research on mathematical instruction and best practices for teaching mathematics. The Math Coach meets with teachers once a week and determines areas of support and need through collaborative planning conversations.

The Guidance Counselor and Psychologist consult and counsel staff, students, and families. They provide in-service to staff and serve on the Crisis and the PBS Team. They meet with teachers monthly to monitor student progress with Tier 2 and 3 academic and behavior interventions. They engage in data collection and analysis to monitor the effectiveness of the PBS program and to engage the staff in the problem solving process to ensure a safe and nurturing learning environment. School leaders, such as the ESE teacher and classroom teachers, are a part of the district cadre of content area teacher leaders. They serve as a model classroom teacher, peer mentor, and plan with the School Based Leadership Team to plan, implement, monitor, and evaluate school improvement strategies and goals.

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

The Leadership team meets every week to assess progress towards the goals of the school and progress towards the professional development goals. The instructional coaches give an update on collaborative planning progress and provide a needs assessment for teachers and students based on collaborative planning and barriers that might exist in achieving goals. Administrators and instructional coaches give feedback from classroom walkthroughs to identify trends across the school with implementation of standards based instructional plans, fidelity of effective instructional strategies, and next steps with coaching and monitoring. Responsibilities for support enable the team to plan professional development and coaching based on teacher needs and student learning outcomes. The Leadership Team also looks at a variety of data to make sure that students with academic needs are being properly supported through Tier 2 or Tier 3 interventions and makes adjustments to the levels of need based on the provided data. This data also allows the Leadership Team to determine areas of weakness in instruction and bases the professional development decisions on these identified weak areas.

Weekly student assessment data reports are used to monitor student learning trends across the school. Data is collected via research based assessment tools such as the Oral Reading Fluency

Screening, Spelling Inventory, FAIR, TDI reports from FAIR, STAR Early Literacy, STAR Reading, Item Bank Test Platform unit and module assessments, Placement and Diagnostic Assessments, and spring state assessments when appropriate so that school leadership coordinates federal and local resources to meet the needs of students and maximize student outcomes.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dawn Mulder	Principal
Syrita Taylor-Brown	Principal
Daphne Harris	Teacher
Joy Conley	Teacher
Kemechia Buford	Parent
Lauren Shinholster	Business/Community
Rolando Rivera	Education Support Employee
Katie McBride	Parent
Jordan Jones	Business/Community
Chelsea Burt	Parent
Sarah Jacobs	Teacher
Jade Wolfe	Parent
Keisha Stephenson	Parent
John Roberts	Education Support Employee
Mandi White	Teacher
Jonna Luce	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee was given a copy of the school improvement plan and the principal gave a detailed overview. This allowed SAC members to ask questions and clarify the focus of the school's priorities. SAC members give input and ideas for the next year and this information was documented in the minutes of the meeting. SAC recommendations are always taken into consideration in terms of decisions made during School Improvement Planning. The SAC reviews the student ongoing progress monitoring data at meetings to evaluate the progress toward school improvement goals.

Development of this school improvement plan

Several SAC members participated throughout the process to development of the school improvement plan. They gave input in the problem solving steps and in developing the strategies to achieve the school's goal.

Preparation of the school's annual budget and plan

The use of Lottery funds were voted on and approved by SAC. The committee reviewed and approved the annual budget and planned allocations, including the Title I budget allocation for Parent Involvement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC approved the distribution of Florida School Recognition Funds for staff bonuses (90%) and school improvement initiatives (10%). Previous years Florida School Recognition Funds were used for extended learning opportunities for targeted students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The election of new SAC members for parents will be held at the Sept. 11 Open House.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Harris, Daphne	Instructional Coach
Taylor-Brown, Syrta	Assistant Principal
Jacobs, Sarah	Teacher, K-12
Glenn, Pam	Teacher, K-12
Smith, Karie	Teacher, ESE
Belote, Jenna	Teacher, K-12
Lindquist, Maria	Teacher, K-12
Stoltz, Monica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will meet at least once every quarter to determine how the goals are being met in terms of assessment, diagnosis of reading placement, application of instruction, reading interventions, and determining reading growth in all students as a priority.

The Literacy Leadership Team attended the Dr. Jan Hasbrouck training at the start of the school year to increase knowledge in the area of fluency instruction to increase comprehension. Each grade level has a member representing their team and are taking the information back to the team to increase pedagogy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level teams have a common planning time daily and meet with the instructional coaches once a week for lesson planning. Vertical teams meet twice each quarter to ensure articulation of standards

based instruction across all grade levels. Resources are designated for additional unit planning days for grade level teams. Team building activities and collaborative structures are embedded in faculty meetings and professional development. Group norms are developed and followed to promote collegial interactions, respecting staff input and expertise.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Grade level collaborative planning, school-wide professional learning communities, and organized socials for staff contribute to the collaborative culture at Dixieland and serve to develop and retain a highly qualified staff. All staff members are highly qualified, with the exception of ESOL certification. The timelines for obtaining ESOL certification are monitored.

Administrators evaluate, monitor, and provide timely feedback to teachers on instructional effectiveness which informs the planning for professional development with instructional coaches and/or peer coaching and mentoring. Weekly communication and walkthrough look fors are linked directly to effective instructional strategies and the school improvement plan. Faculty engage in data analysis of assessments in order to effectively plan for instruction, to recognize accomplishments of groups and individuals, and to monitor progress toward grade level and school goals.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers participate in the district Teacher Induction Program (TIPS) and receive support from instructional coaches and grade chairs. Teachers in the Professional Educator Proficiency (PEC) Program are assigned a mentor. The program provides new teachers with an orientation, monthly or as needed support with planning for instruction facilitated by a PEC mentor, peer teacher, and administrative team. New teacher observations with feedback occur more frequently to document the FEAPs. Differentiated support for first year teachers and teachers new to the school is provided by instructional coaches, which can include professional development, as well as modeling and observing effective classroom management techniques, school-wide initiatives, and high effect instructional strategies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teaching teams, instructional coaches, and administrators collaboratively plan weekly. The instructional coaches, administrators, and teachers ensure that all lessons are standards based and aligned to the Florida standards. Teachers have support to ensure the implementation of the standards during collaborative planning and mentoring by coaches. Administrator observations in classrooms with feedback provide accountability and monitoring for implementing the standards based instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers gather data through on-going weekly assessments, using formative assessments and progress monitoring tools provided in the curriculum. Furthermore, we use district and state assessment data to compare the overall performance between classes and school as a whole. Time is then allocated during the schedule to provide an additional 30 to 45 minutes of direct small group or individual instruction, to supplement the core instruction. With the assistance of the Leadership Team, teachers are provided with resources on specific skills, in order to meet the diverse needs of students. Overall, teachers engage in differentiation within the classroom in order to target at risk students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 900

Once a week after school reading tutoring and previewing to accelerate learning is provided by volunteer groups from Lakeland High School's Teen Trendsetters.

Strategy Rationale

Data from FAIR-FS assessments and reading screening tools will be used to identify at risk second grade students for one-on-one tutoring.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seeden, Shenita, shenita.seeden@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Ongoing Reading Wonders Unit assessments and quarterly STAR test results will determine student growth and program effectiveness.

Strategy: After School Program

Minutes added to school year: 1,800

After school tutoring to increase English language proficiency for Non-English speaking students and Limited English speaking students using Rosetta Stone online instruction, homework support, and phoneme and phonics skills and reading comprehension instruction.

Strategy Rationale

We need to provide tutoring for ELL students to meet strategic targets for reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor-Brown, Syrita, syrita.taylor-brown@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Rosetta Stone reports to monitor student progress with language acquisition; FAIR-FS reports will indicate probability of literacy success

Strategy: Extended School Day

Minutes added to school year: 810

Teachers provide additional reading and math instruction for 45 minute biweekly sessions to accelerate students who are at risk in grades 2-5.

Strategy Rationale

Students will be identified by the classroom teacher using observation and progress monitoring reading and math data to provide additional math and reading instruction and practice in applying skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harris, Daphne, daphne.harris@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Math end of module assessment data (grades 2-5), IBTP benchmark assessments (grades 3-5), FAIR-FS, Reading Wonders Weekly Assessments, and STAR Reading data will be analyzed to determine student progress.

Strategy: After School Program

Minutes added to school year: 480

Club de Lectura is an after school reading club for ELL students in grades 2 and 3. Students are given access to a variety of books in an area conducive to reading in the media center. The ESOL Para educator is available to provide reading support and motivation. Students may also check out books. Parents are invited to attend and read with their child and/or check out library books.

Strategy Rationale

Our ELL students need additional time to engage in reading and to develop the habit of reading. Many ELLs do not speak English outside of school or have access to reading support at home.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor-Brown, Syrita, syrita.taylor-brown@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student reading growth on STAR Reading assessment and FAIR-FS data will determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 1,080

A six week three hour a week Saturday Math & Reading Camp for at risk third through fifth graders will provide additional differentiated instruction and practice in application of reading and math skills.

Strategy Rationale

Targeted students will be identified as at risk based on district math IMPROVE benchmark progress monitoring data, STAR testing and FAIR-FS assessment data.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor-Brown, Syrita, syrita.taylor-brown@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District IBTP math benchmark assessment data will be used to determine effectiveness in student mastery of benchmarks. Student reading growth will be measured by STAR Reading and FAIR-FS assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Dixieland does not have a Pre-Kindergarten class, however an orientation to kindergarten is held in April (Kindergarten Round Up) to provide school readiness and kindergarten curriculum information. Students are screened for school readiness skills and a tour of the school is given. Local day cares also receive information on kindergarten readiness and curriculum. The FLKRS screening is administered to kindergarten students during the first 30 days of school to assess school readiness. In the spring fifth graders visit the local feeder middle schools for a day to promote a smooth transition from elementary to middle school. Middle school counselors visit Dixieland 5th grade classrooms to explain course selection and advertisements and phone messages to parents are sent to promote meetings at the middle school for incoming 6th graders and their parents.

College and Career Readiness

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

Dixieland Elementary partners with Junior Achievement volunteers to provide school-wide economics lessons, promoting business and life skills to all students. During the Great American Teach In community and business members visit classrooms and present information about their careers. A guest speaker from local university or college is invited to address fifth graders at their end of year banquet.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By May 2016, we will decrease the number of students with absences greater than or equal to 10% of the days enrolled as identified on the Early Warning System report from 59 to 40 students.

- G2.** Dixieland Elementary will create a safe learning environment where school based leadership will effectively and efficiently support staff in the understanding and implementation of the Florida standards through planning, collaboration, and professional development to increase the percent of students demonstrating proficiency on the Spring 2016 FSA Reading, Mathematics, and FCAT 2.0 Science assessments to 80%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By May 2016, we will decrease the number of students with absences greater than or equal to 10% of the days enrolled as identified on the Early Warning System report from 59 to 40 students. 1a

G074717

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	40.0

Resources Available to Support the Goal 2

- PBS plan and MTSS processes
- Guidance Counselor
- The Social Worker
- The student agenda communication
- Attendance manager
- Automated calls to parents
- Business partners
- Student Incentive funds
- Title I Parent Involvement funds
- Parent Portal

Targeted Barriers to Achieving the Goal 3

- MTSS processes for attendance have not been fully implemented.

Plan to Monitor Progress Toward G1. 8

Attendance of identified students from EWS reports will be monitored to determine effectiveness

Person Responsible

Shenita Seeden


Schedule

Quarterly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Individual student attendance reports and agenda documentation

G2. Dixieland Elementary will create a safe learning environment where school based leadership will effectively and efficiently support staff in the understanding and implementation of the Florida standards through planning, collaboration, and professional development to increase the percent of students demonstrating proficiency on the Spring 2016 FSA Reading, Mathematics, and FCAT 2.0 Science assessments to 80%. **1a**

 G074718

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal **2**

- Teachers will collaboratively plan lessons with instructional coaches to incorporate the 5E lesson model in Science and Math and plan rigorous student tasks aligned to the full intent of the Florida standards, planning and delivering instruction that uses accountable talk strategies. Coaches and administrators will support teachers through collaborative lesson planning, professional development, and coaching.
- Weekly collaborative planning with Coaches
- Professional Learning Communities
- Title I Budget
- Florida School Recognition Previous Year funds
- Lottery Funds PY
- ESOL Tutoring Funds
- District instructional coach support

Targeted Barriers to Achieving the Goal **3**

- Lessons, or portions of lessons, do not reflect the full intent of the grade level content standards

Plan to Monitor Progress Toward G2. 8

In addition to district progress monitoring data, math and science module assessment data and Reading Wonders weekly assessment data will be collected and reviewed for student proficiency.

Person Responsible

Dawn Mulder

Schedule

Monthly, from 9/15/2015 to 5/31/2016

Evidence of Completion

Reports from FAIR-FS, STAR Reading, district math assessment, and unit assessment data. Journey data collected from walkthroughs, formal and informal observations.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. By May 2016, we will decrease the number of students with absences greater than or equal to 10% of the days enrolled as identified on the Early Warning System report from 59 to 40 students. **1**

 G074717

G1.B4 MTSS processes for attendance have not been fully implemented. **2**

 B195105

G1.B4.S1 The MTSS team will meet monthly to determine interventions and action steps needed based on attendance data and monthly Early Warning System reports. **4**

 S206720

Strategy Rationale

The MTSS team meets with grade level teams monthly to monitor academic intervention progress. By including the attendance data in the review we can link attendance and academic data to demonstrate the impact of attendance on student achievement during conferences and Attendance Intervention meetings with parents.

Action Step 1 **5**

The attendance manager will monitor attendance and tardy reports monthly and review with the guidance counselor.

Person Responsible

Shenita Seeden

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Early Warning System Reports, Genesis Tardy and Attendance Reports, and Student Early Check Out Kiosk reports

Action Step 2 5

The guidance counselor will review attendance data with grade level teams at MTSS team meetings.

Person Responsible

Shenita Seeden

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Minutes for grade level MTSS meetings

Action Step 3 5

After 10 absences an attendance intervention meeting will be scheduled with parents.

Person Responsible

Shenita Seeden

Schedule

Monthly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Attendance contracts and Intervention Plans for Attendance developed at parent meeting, possible documented social worker home visits

Action Step 4 5

Teachers call parents after 3 absences to inquire about the reason for the absence and expected return to school.

Person Responsible

Shenita Seeden

Schedule

Monthly, from 8/27/2015 to 6/8/2016

Evidence of Completion

Parent contact logs

Action Step 5 5

Students with perfect attendance will be recognized and earn an incentive at the end of each grading period.

Person Responsible

Shenita Seeden

Schedule

Quarterly, from 11/5/2015 to 6/8/2016

Evidence of Completion

Genesis perfect attendance reports

Action Step 6 5

The social worker and guidance counselor will schedule home visits by the social worker for students with more than 15 absences.

Person Responsible

Shenita Seeden

Schedule

Quarterly, from 11/5/2015 to 5/31/2016

Evidence of Completion

Home visit logs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The monthly MTSS meeting minutes and EWS reports will be reviewed with the Leadership Team each month to ensure the fidelity of implementation.

Person Responsible

Shenita Seeden

Schedule

Monthly, from 9/9/2015 to 6/8/2016

Evidence of Completion

Leadership Team Meeting Minutes, EWS Reports for attendance

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student attendance reports for the grading period will determine effectiveness of implementation.

Person Responsible

Shenita Seeden


Schedule

Quarterly, from 11/5/2015 to 6/8/2016

Evidence of Completion

Quarterly Genesis attendance reports for the grading period

G1.B4.S2 The school's PBS plan will support expectations of school attendance and promptness with daily communication to parents. 4

 S206721

Strategy Rationale

Although the PBS plan includes a way to measure and document to what extent students meet the school-wide behavior expectations it has not been implemented with fidelity. The Strive for 5 points can only be earned if the student is in attendance. The student incentive for being on time to school is tied to the first point of the day. The tardy sticker is a visual reminder to parents. Agendas are signed daily by parents.

Action Step 1 5

Teachers will record in the student agenda the number of Strive for 5 points earned each day the student is in attendance and a sticker or tardy stamp will be placed in the agenda when the student is tardy. Parents sign the agenda daily.

Person Responsible

Dawn Mulder

Schedule

Daily, from 9/2/2014 to 6/8/2016

Evidence of Completion

Monthly tardy reports and student agendas

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Observation of daily implementation and monthly Genesis Tardy Reports and Early Warning System Reports will be reviewed

Person Responsible

Dawn Mulder

Schedule

Quarterly, from 9/2/2014 to 6/8/2016

Evidence of Completion

PBS Team Meeting minutes; MTSS Attendance Intervention Meeting documentation; Student agenda documentation

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monthly attendance and tardy reports will be reviewed for identified students in preparation for attendance intervention meetings.

Person Responsible

Shenita Seeden

Schedule

Monthly, from 9/25/2014 to 6/8/2016

Evidence of Completion

Individual student attendance and tardy reports and agenda documentation

G2. Dixieland Elementary will create a safe learning environment where school based leadership will effectively and efficiently support staff in the understanding and implementation of the Florida standards through planning, collaboration, and professional development to increase the percent of students demonstrating proficiency on the Spring 2016 FSA Reading, Mathematics, and FCAT 2.0 Science assessments to 80%. 1

G074718

G2.B1 Lessons, or portions of lessons, do not reflect the full intent of the grade level content standards 2

B195107

G2.B1.S1 Teachers will collaboratively plan lessons with instructional coaches to incorporate the 5E lesson model in Science and Math and plan rigorous student tasks aligned to the full intent of the Florida standards, planning and delivering instruction that uses accountable talk strategies. Coaches and administrators will support teachers through collaborative lesson planning, professional development, and coaching. 4

S206722

Strategy Rationale

Decrease in percent of students proficient on Science FCAT 2.0, increase in number of level 1 on the 3rd grade state reading FSA test, and end of year district assessment results in Math

Action Step 1 5

Reading Coach will deliver professional development and provide ongoing coaching support in the areas of differentiation of instruction through choices of tasks related to standards during literacy centers, small group instruction that matches the intervention needed according to data, and use of stems in daily questioning to increase rigor.

Person Responsible

Daphne Harris

Schedule

Weekly, from 8/27/2015 to 6/9/2016

Evidence of Completion

Weekly collaborative planning notes, lesson plans, administrative walkthroughs, classroom instruction, and ongoing data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development.

Action Step 2 5

Math Coach will deliver professional development and provide ongoing coaching support in the areas of Standards for Mathematical Practices, incorporating 5E lesson components and rigorous student tasks in math lessons, and the use of common assessments and effective instructional strategies to enhance student achievement.

Person Responsible

Joy Conley

Schedule

Weekly, from 8/27/2015 to 6/9/2016

Evidence of Completion

Weekly collaborative planning meeting notes, lesson plans, administrative walkthroughs, classroom instruction, and ongoing data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development.

Action Step 3 5

Establish and implement group norms of collaboration and a weekly planning schedule

Person Responsible

Syrita Taylor-Brown

Schedule

On 9/4/2015

Evidence of Completion

Collaborative planning minutes and the master schedule

Action Step 4 5

Science Coach will deliver professional development and provide ongoing coaching support in the areas of 5E lesson planning and effective instructional strategies.

Person Responsible

Syrita Taylor-Brown

Schedule

Weekly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Weekly collaborative planning meeting notes, lesson plans, administrative walkthroughs, classroom instruction, and ongoing data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development

Action Step 5 5

Examine student work at weekly planning for student success in meeting the intent of the standard.

Person Responsible

Syrita Taylor-Brown

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Collaborative planning minutes and leadership team meeting minutes

Action Step 6 5

Create and use a weekly data collection of student proficiency on common assessments to determine instructional effectiveness and to inform instruction.

Person Responsible

Dawn Mulder

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Weekly assessment reports for Reading 1-5, Math K-5, Science K-5

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Data from weekly assessments and module assessments as well as student work will monitor the effectiveness of Tier 1 instruction.

Person Responsible

Dawn Mulder

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Grade level collaborative planning notes and SBLT meeting minutes will be used to show implementation with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers, coaches and administrators will monitor the data to determine effectiveness of instruction in reaching the 80% target for Tier 1 instruction.

Person Responsible

Dawn Mulder

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Weekly data report and assessment data that includes module assessments and ongoing progress monitoring.

G2.B1.S2 Administrators and instructional coaches will observe instruction and provide feedback through coaching and follow up. Administrators will observe the implementation of learning from the coaching to support and monitor teachers' implementation of effective instruction. 4

 S206723

Strategy Rationale

Instructional coaches support teachers with the lesson planning at weekly collaborative planning to ensure the standards are taught to the depth and rigor to which they are written.

Action Step 1 5

Instructional coaches and administrators will facilitate collaborative planning, provide modeling and coaching, and assist teachers in planning instruction, student tasks, and assessments based on the state standards.

Person Responsible

Joy Conley

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Weekly collaborative planning notes, lesson plans, administrative walkthroughs, and ongoing assessments will demonstrate standards based lesson planning.

Action Step 2 5

Implement a weekly monitoring schedule to observe teacher implementation of learning from coaching and to determine differentiated support to improve instruction and student learning.

Person Responsible

Dawn Mulder

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Monitoring schedule and leadership team meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will monitor classroom instruction and lesson plans aligned to the state standards.

Person Responsible

Dawn Mulder

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly lesson plans, SBLT meeting minutes, and Journey data from Domains 1 and 2 will reflect the implementation of standards based lessons.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrative walkthroughs, end of unit assessments and progress monitoring data will support the effectiveness of standards based lesson planning and instruction.

Person Responsible

Dawn Mulder

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Journey observation entries, end of the year evaluations, and student data reports will demonstrate effectiveness of standards based instruction.

G2.B1.S3 Students who demonstrate deficiency in reading, math, or science will be provided with additional diagnostics to determine the academic need and the strategies for tier 2 and 3 interventions.

4

 S206724

Strategy Rationale

Florida Statutes require assessment and remediation

Action Step 1 5

Strategies will include 30 minute intensive instruction intervention, before or after school tutoring, or Saturday Camp

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Tutoring attendance rosters and progress monitoring reports or course recovery student reports

Action Step 2 5

Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using SuccessMaker.

Person Responsible

Syrita Taylor-Brown

Schedule

On 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Tutoring attendance and benchmark assessments will be monitored for fidelity and student progress

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Progress monitoring data, attendance, and SuccessMaker student reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Student progress monitoring data will be reviewed quarterly

Person Responsible

Syrita Taylor-Brown

Schedule

Quarterly, from 9/29/2015 to 6/3/2016

Evidence of Completion

Grade recovery coursework, interim district assessment data, or school-wide assessment data

G2.B1.S4 Offer parent involvement events to inform parents of the rigor of the standards and student expectations and of their student's progress toward meeting the learning target. 4

 S206725

Strategy Rationale

FSA testing changes and the impact on student expectations

Action Step 1 5

Parent teacher conference days for data chats and goal setting are devoted to each grade level with substitutes for teachers.

Person Responsible

Daphne Harris

Schedule

On 11/5/2015

Evidence of Completion

Title I Parent Conference Logs; Temporary Duty Assignment documentation

Action Step 2 5

We will hold curriculum nights for parents of Kindergarten through 5th grade students to further explain the state standards and assessment expectations and understand how the school is preparing students through rigorous tasks.

Person Responsible

Daphne Harris

Schedule

On 1/22/2016

Evidence of Completion

Parent Sign In Sheets and handouts

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Title I funded staff and administrators will plan the agendas for parent involvement events to ensure that Title I Parent Involvement funds are dedicated toward implementation.

Person Responsible

Daphne Harris

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

The Title I eTASK documentation contains documentation of implementation of the action plan.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Title I Parent Involvement Survey results for 2015 and specific parent event feedback forms will be reviewed by the leadership team and instructional staff to determine effectiveness of implementation.

Person Responsible

Joy Conley

Schedule

On 6/10/2016

Evidence of Completion

School Advisory Council minutes will document the review of the 2016 Title I Parent Involvement Survey results in comparison with 2015 results.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	The attendance manager will monitor attendance and tardy reports monthly and review with the guidance counselor.	Seeden, Shenita	9/29/2015	Early Warning System Reports, Genesis Tardy and Attendance Reports, and Student Early Check Out Kiosk reports	5/31/2016 monthly
G1.B4.S2.A1	Teachers will record in the student agenda the number of Strive for 5 points earned each day the student is in attendance and a sticker or tardy stamp will be placed in the agenda when the student is tardy. Parents sign the agenda daily.	Mulder, Dawn	9/2/2014	Monthly tardy reports and student agendas	6/8/2016 daily

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Dixieland Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Reading Coach will deliver professional development and provide ongoing coaching support in the areas of differentiation of instruction through choices of tasks related to standards during literacy centers, small group instruction that matches the intervention needed according to data, and use of stems in daily questioning to increase rigor.	Harris, Daphne	8/27/2015	Weekly collaborative planning notes, lesson plans, administrative walkthroughs, classroom instruction, and ongoing data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development.	6/9/2016 weekly
G2.B1.S2.A1	Instructional coaches and administrators will facilitate collaborative planning, provide modeling and coaching, and assist teachers in planning instruction, student tasks, and assessments based on the state standards.	Conley, Joy	8/24/2015	Weekly collaborative planning notes, lesson plans, administrative walkthroughs, and ongoing assessments will demonstrate standards based lesson planning.	6/3/2016 weekly
G2.B1.S3.A1	Strategies will include 30 minute intensive instruction intervention, before or after school tutoring, or Saturday Camp	Taylor-Brown, Syrita	9/14/2015	Tutoring attendance rosters and progress monitoring reports or course recovery student reports	6/3/2016 monthly
G2.B1.S4.A1	Parent teacher conference days for data chats and goal setting are devoted to each grade level with substitutes for teachers.	Harris, Daphne	11/2/2015	Title I Parent Conference Logs; Temporary Duty Assignment documentation	11/5/2015 one-time
G1.B4.S1.A2	The guidance counselor will review attendance data with grade level teams at MTSS team meetings.	Seeden, Shenita	9/29/2015	Minutes for grade level MTSS meetings	5/31/2016 monthly
G2.B1.S1.A2	Math Coach will deliver professional development and provide ongoing coaching support in the areas of Standards for Mathematical Practices, incorporating 5E lesson components and rigorous student tasks in math lessons, and the use of common assessments and effective instructional strategies to enhance student achievement.	Conley, Joy	8/27/2015	Weekly collaborative planning meeting notes, lesson plans, administrative walkthroughs, classroom instruction, and ongoing data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development.	6/9/2016 weekly
G2.B1.S2.A2	Implement a weekly monitoring schedule to observe teacher implementation of learning from coaching and to determine differentiated support to improve instruction and student learning.	Mulder, Dawn	8/21/2015	Monitoring schedule and leadership team meeting minutes	6/3/2016 weekly
G2.B1.S3.A2	Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using SuccessMaker.	Taylor-Brown, Syrita	9/29/2015		6/3/2016 one-time
G2.B1.S4.A2	We will hold curriculum nights for parents of Kindergarten through 5th grade students to further explain the state standards and assessment expectations and understand how the school is preparing students through rigorous tasks.	Harris, Daphne	1/18/2016	Parent Sign In Sheets and handouts	1/22/2016 one-time
G1.B4.S1.A3	After 10 absences an attendance intervention meeting will be scheduled with parents.	Seeden, Shenita	8/26/2015	Attendance contracts and Intervention Plans for Attendance developed at parent meeting, possible documented social worker home visits	6/8/2016 monthly
G2.B1.S1.A3	Establish and implement group norms of collaboration and a weekly planning schedule	Taylor-Brown, Syrita	8/17/2015	Collaborative planning minutes and the master schedule	9/4/2015 one-time

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Dixieland Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A4	Teachers call parents after 3 absences to inquire about the reason for the absence and expected return to school.	Seeden, Shenita	8/27/2015	Parent contact logs	6/8/2016 monthly
G2.B1.S1.A4	Science Coach will deliver professional development and provide ongoing coaching support in the areas of 5E lesson planning and effective instructional strategies.	Taylor-Brown, Syrita	8/31/2015	Weekly collaborative planning meeting notes, lesson plans, administrative walkthroughs, classroom instruction, and ongoing data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development	6/8/2016 weekly
G1.B4.S1.A5	Students with perfect attendance will be recognized and earn an incentive at the end of each grading period.	Seeden, Shenita	11/5/2015	Genesis perfect attendance reports	6/8/2016 quarterly
G2.B1.S1.A5	Examine student work at weekly planning for student success in meeting the intent of the standard.	Taylor-Brown, Syrita	8/21/2015	Collaborative planning minutes and leadership team meeting minutes	6/3/2016 weekly
G1.B4.S1.A6	The social worker and guidance counselor will schedule home visits by the social worker for students with more than 15 absences.	Seeden, Shenita	11/5/2015	Home visit logs	5/31/2016 quarterly
G2.B1.S1.A6	Create and use a weekly data collection of student proficiency on common assessments to determine instructional effectiveness and to inform instruction.	Mulder, Dawn	9/8/2015	Weekly assessment reports for Reading 1-5, Math K-5, Science K-5	6/3/2016 weekly
G1.MA1	Attendance of identified students from EWS reports will be monitored to determine effectiveness	Seeden, Shenita	8/26/2015	Individual student attendance reports and agenda documentation	6/8/2016 quarterly
G1.B4.S1.MA1	Student attendance reports for the grading period will determine effectiveness of implementation.	Seeden, Shenita	11/5/2015	Quarterly Genesis attendance reports for the grading period	6/8/2016 quarterly
G1.B4.S1.MA1	The monthly MTSS meeting minutes and EWS reports will be reviewed with the Leadership Team each month to ensure the fidelity of implementation.	Seeden, Shenita	9/9/2015	Leadership Team Meeting Minutes, EWS Reports for attendance	6/8/2016 monthly
G1.B4.S2.MA1	Monthly attendance and tardy reports will be reviewed for identified students in preparation for attendance intervention meetings.	Seeden, Shenita	9/25/2014	Individual student attendance and tardy reports and agenda documentation	6/8/2016 monthly
G1.B4.S2.MA1	Observation of daily implementation and monthly Genesis Tardy Reports and Early Warning System Reports will be reviewed	Mulder, Dawn	9/2/2014	PBS Team Meeting minutes; MTSS Attendance Intervention Meeting documentation; Student agenda documentation	6/8/2016 quarterly
G2.MA1	In addition to district progress monitoring data, math and science module assessment data and Reading Wonders weekly assessment data will be collected and reviewed for student proficiency.	Mulder, Dawn	9/15/2015	Reports from FAIR-FS, STAR Reading, district math assessment, and unit assessment data. Journey data collected from walkthroughs, formal and informal observations.	5/31/2016 monthly
G2.B1.S1.MA1	Teachers, coaches and administrators will monitor the data to determine effectiveness of instruction in reaching the 80% target for Tier 1 instruction.	Mulder, Dawn	9/15/2015	Weekly data report and assessment data that includes module assessments and ongoing progress monitoring.	6/3/2016 monthly
G2.B1.S1.MA1	Data from weekly assessments and module assessments as well as student work will monitor the effectiveness of Tier 1 instruction.	Mulder, Dawn	9/15/2015	Grade level collaborative planning notes and SBLT meeting minutes will be used to show implementation with fidelity.	6/3/2016 weekly
G2.B1.S2.MA1	Administrative walkthroughs, end of unit assessments and progress monitoring data will support the effectiveness of standards based lesson planning and instruction.	Mulder, Dawn	8/24/2015	Journey observation entries, end of the year evaluations, and student data reports will demonstrate effectiveness of standards based instruction.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Administrators will monitor classroom instruction and lesson plans aligned to the state standards.	Mulder, Dawn	8/24/2015	Weekly lesson plans, SBLT meeting minutes, and Journey data from Domains 1 and 2 will reflect the implementation of standards based lessons.	6/9/2016 weekly
G2.B1.S3.MA1	Student progress monitoring data will be reviewed quarterly	Taylor-Brown, Syrita	9/29/2015	Grade recovery coursework, interim district assessment data, or school-wide assessment data	6/3/2016 quarterly
G2.B1.S3.MA1	Tutoring attendance and benchmark assessments will be monitored for fidelity and student progress	Taylor-Brown, Syrita	9/4/2015	Progress monitoring data, attendance, and SuccessMaker student reports	6/3/2016 monthly
G2.B1.S4.MA1	Title I Parent Involvement Survey results for 2015 and specific parent event feedback forms will be reviewed by the leadership team and instructional staff to determine effectiveness of implementation.	Conley, Joy	9/17/2015	School Advisory Council minutes will document the review of the 2016 Title I Parent Involvement Survey results in comparison with 2015 results.	6/10/2016 one-time
G2.B1.S4.MA1	Title I funded staff and administrators will plan the agendas for parent involvement events to ensure that Title I Parent Involvement funds are dedicated toward implementation.	Harris, Daphne	8/17/2015	The Title I eTASK documentation contains documentation of implementation of the action plan.	6/30/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Dixieland Elementary will create a safe learning environment where school based leadership will effectively and efficiently support staff in the understanding and implementation of the Florida standards through planning, collaboration, and professional development to increase the percent of students demonstrating proficiency on the Spring 2016 FSA Reading, Mathematics, and FCAT 2.0 Science assessments to 80%.

G2.B1 Lessons, or portions of lessons, do not reflect the full intent of the grade level content standards

G2.B1.S1 Teachers will collaboratively plan lessons with instructional coaches to incorporate the 5E lesson model in Science and Math and plan rigorous student tasks aligned to the full intent of the Florida standards, planning and delivering instruction that uses accountable talk strategies. Coaches and administrators will support teachers through collaborative lesson planning, professional development, and coaching.

PD Opportunity 1

Reading Coach will deliver professional development and provide ongoing coaching support in the areas of differentiation of instruction through choices of tasks related to standards during literacy centers, small group instruction that matches the intervention needed according to data, and use of stems in daily questioning to increase rigor.

Facilitator

Daphne Harris

Participants

K-5 Teachers and ESE Teachers

Schedule

Weekly, from 8/27/2015 to 6/9/2016

PD Opportunity 2

Math Coach will deliver professional development and provide ongoing coaching support in the areas of Standards for Mathematical Practices, incorporating 5E lesson components and rigorous student tasks in math lessons, and the use of common assessments and effective instructional strategies to enhance student achievement.

Facilitator

Joy Conley

Participants

K-5 Teachers and ESE Teachers

Schedule

Weekly, from 8/27/2015 to 6/9/2016

PD Opportunity 3

Science Coach will deliver professional development and provide ongoing coaching support in the areas of 5E lesson planning and effective instructional strategies.

Facilitator

Hardee, Taryn (taryn.hardee@polk-fl.net)

Participants

5th Grade Science Teacher, K-4 teachers

Schedule

Weekly, from 8/31/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Dixieland Elementary will create a safe learning environment where school based leadership will effectively and efficiently support staff in the understanding and implementation of the Florida standards through planning, collaboration, and professional development to increase the percent of students demonstrating proficiency on the Spring 2016 FSA Reading, Mathematics, and FCAT 2.0 Science assessments to 80%.

G2.B1 Lessons, or portions of lessons, do not reflect the full intent of the grade level content standards

G2.B1.S1 Teachers will collaboratively plan lessons with instructional coaches to incorporate the 5E lesson model in Science and Math and plan rigorous student tasks aligned to the full intent of the Florida standards, planning and delivering instruction that uses accountable talk strategies. Coaches and administrators will support teachers through collaborative lesson planning, professional development, and coaching.

PD Opportunity 1

Establish and implement group norms of collaboration and a weekly planning schedule

Facilitator

Conley, Joy (joy.conley@polk-fl.net)

Participants

K-5 teachers

Schedule

On 9/4/2015

Budget

Budget Data			
1	G1.B4.S1.A1	The attendance manager will monitor attendance and tardy reports monthly and review with the guidance counselor.	\$0.00
2	G1.B4.S1.A2	The guidance counselor will review attendance data with grade level teams at MTSS team meetings.	\$0.00
3	G1.B4.S1.A3	After 10 absences an attendance intervention meeting will be scheduled with parents.	\$0.00
4	G1.B4.S1.A4	Teachers call parents after 3 absences to inquire about the reason for the absence and expected return to school.	\$0.00
5	G1.B4.S1.A5	Students with perfect attendance will be recognized and earn an incentive at the end of each grading period.	\$0.00

Budget Data

6	G1.B4.S1.A6	The social worker and guidance counselor will schedule home visits by the social worker for students with more than 15 absences.				\$0.00
7	G1.B4.S2.A1	Teachers will record in the student agenda the number of Strive for 5 points earned each day the student is in attendance and a sticker or tardy stamp will be placed in the agenda when the student is tardy. Parents sign the agenda daily.				\$3,394.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Dixieland Elementary School	Title I Part A		\$3,394.00
<i>Notes: Purchase of a student agenda for each child and tardy stickers</i>						
8	G2.B1.S1.A1	Reading Coach will deliver professional development and provide ongoing coaching support in the areas of differentiation of instruction through choices of tasks related to standards during literacy centers, small group instruction that matches the intervention needed according to data, and use of stems in daily questioning to increase rigor.				\$972.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0131 - Dixieland Elementary School	Title I Part A		\$972.00
<i>Notes: Substitutes to cover classes for Professional Development Days for new teachers</i>						
9	G2.B1.S1.A2	Math Coach will deliver professional development and provide ongoing coaching support in the areas of Standards for Mathematical Practices, incorporating 5E lesson components and rigorous student tasks in math lessons, and the use of common assessments and effective instructional strategies to enhance student achievement.				\$0.00
10	G2.B1.S1.A3	Establish and implement group norms of collaboration and a weekly planning schedule				\$0.00
11	G2.B1.S1.A4	Science Coach will deliver professional development and provide ongoing coaching support in the areas of 5E lesson planning and effective instructional strategies.				\$0.00
12	G2.B1.S1.A5	Examine student work at weekly planning for student success in meeting the intent of the standard.				\$0.00
13	G2.B1.S1.A6	Create and use a weekly data collection of student proficiency on common assessments to determine instructional effectiveness and to inform instruction.				\$0.00
14	G2.B1.S2.A1	Instructional coaches and administrators will facilitate collaborative planning, provide modeling and coaching, and assist teachers in planning instruction, student tasks, and assessments based on the state standards.				\$155,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0131 - Dixieland Elementary School	Title I Part A		\$155,550.00

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							<i>Notes: Salaries for math and reading coaches</i>
15	G2.B1.S2.A2	Implement a weekly monitoring schedule to observe teacher implementation of learning from coaching and to determine differentiated support to improve instruction and student learning.					\$0.00
16	G2.B1.S3.A1	Strategies will include 30 minute intensive instruction intervention, before or after school tutoring, or Saturday Camp					\$4,965.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0131 - Dixieland Elementary School				\$2,760.00
							<i>Notes: 60 hours of extended learning tutoring</i>
			0131 - Dixieland Elementary School	Title I Part A			\$2,205.00
							<i>Notes: 105 hours of tutoring pay for extended learning</i>
17	G2.B1.S3.A2	Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using SuccessMaker.					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0131 - Dixieland Elementary School	Title I Part A			\$0.00
							<i>Notes: Purchase 30 licenses of Pearson SuccessMaker</i>
18	G2.B1.S4.A1	Parent teacher conference days for data chats and goal setting are devoted to each grade level with substitutes for teachers.					\$108.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0131 - Dixieland Elementary School	Title I Part A			\$108.00
							<i>Notes: Substitutes for 2nd grade teacher</i>
19	G2.B1.S4.A2	We will hold curriculum nights for parents of Kindergarten through 5th grade students to further explain the state standards and assessment expectations and understand how the school is preparing students through rigorous tasks.					\$0.00
						Total:	\$164,989.00