

Polk County Public Schools

Dixieland Elementary School



2016-17 Schoolwide Improvement Plan

Dixieland Elementary School

416 ARIANA ST, Lakeland, FL 33803

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	A	A

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dixieland Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Dixieland will address the achievement needs for our diverse students.

2. School Environment

a. 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 PBIS expectations. Staff use a class family language to foster strong affiliations with each other, with a respect for the diversity within the school.

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

Dixieland Elementary is a model Positive Behavior Intervention and Support school. School-wide behavior expectations are explicitly taught, modeled, and practiced to promote a safe and supportive learning environment. The policies within the Polk County Schools Code of Conduct are established and maintained through the PBIS 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.

c. 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 PBIS 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 school-wide implementation of the CHAMPS program also defines expectations for an orderly, responsive, engaged, and motivated learning environment. Action steps for responding to student behavior are defined. The PBIS team meets monthly to review and analyze data to identify areas of concern.

d. 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. The school based MTSS team meets monthly to discuss students with barriers to academic and social success to determine action needed.

3. Early Warning Systems

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

a. 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 in IDEAS provides us with a flagged list of students with an attendance rate below 90% of days enrolled, one or more suspensions, or a Level 1 or 2 score. Students who are 2 years over age or more appear on this report. We monitor their academic progress at monthly data meetings. Discipline data is analyzed and monitored by the PBIS Leadership Team and the problem solving team meets as needed to determine appropriate supports for students with behavioral concerns. Dixieland Elementary also utilize other data systems to identify students who have attendance, behavioral or academic concerns. The attendance manager and social worker monitor student attendance including tardiness. An attendance contract with the student and parent is developed at problem solving team meetings. If poor attendance continues, the social worker develops an intervention plan with the school and parents, prior to referral to district family support or truancy prosecution.

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

1. 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
Attendance below 90 percent	12	18	22	28	20	26	0	0	0	0	0	0	0	126
One or more suspensions	12	5	8	6	7	14	0	0	0	0	0	0	0	52
Course failure in ELA or Math	6	7	7	5	9	2	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	12	37	15	0	0	0	0	0	0	0	64

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		3	3	6	6	7	8	0	0	0	0	0	0	33

c. 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.

Students in the lowest 25%ile and/or those scoring a Level 1 or 2 on the FSA ELA assessment receive additional intensive instruction during the Power Hour.

The Extended Learning Program intervention provides additional ELA and Math instruction for Level 1 and 2 and at risk students.

Additional reinforcers are provided to motivate students to improve student attendance and academic performance.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315999>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Mulder, Dawn	Principal
Taylor-Brown, Syrita	Assistant Principal
Conley, Joy	Instructional Coach
Harris, Daphne	Instructional Coach
Seeden, Shenita	School Counselor
Glenn, Pam	Teacher, K-12
Barnhart, Katie	Instructional Coach
Semon, Sarah	Teacher, K-12

b. Duties

1. 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.

Science Coach - Provides ongoing professional development based on data indicators for areas of need in the school, teacher pedagogy, and student learning needs. The Science Coach continues to base support on research based best practices and also continues to stay on top of latest research on science instruction and best practices for teaching science. The Science Coach meets with teachers bi-weekly and determines areas of support and need through collaborative planning conversations and classroom observation.

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 PBIS 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 PBIS 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, facilitator for professional development, and collaborate with the School Based Leadership Team to plan, implement, monitor, and evaluate school improvement strategies and goals.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dawn Mulder	Principal
Syrta Taylor-Brown	Principal
Daphne Harris	Teacher
Joy Conley	Teacher
Rolando Rivera	Education Support Employee
Chelsea Burt	Parent
Jade Wolfe	Parent
Mandi White	Teacher
Jonna Luce	Teacher
Venessa Daughtrey	Parent
Jessica Smith	Parent
Joe Fisher	Business/Community
Aimmee Gray	Parent
Teresa Olalde	Parent
Katie McBride	Business/Community
Keisha Stephenson	Parent
Sarah Stokes	Teacher
Maribel Berlinger	Parent
Sabrina Cabrera	Parent
Altonio Coney	Parent
Kenisha McCoy	Parent
Candyace Arnold	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Previous years Florida School Recognition Funds (\$886), Lottery funds (\$2864), and Title I funds (\$5511) were used for extended learning opportunities for targeted students, staff professional development, and building parent capacity to support at risk students.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Harris, Daphne	Instructional Coach
Taylor-Brown, Syrita	Assistant Principal
Jacobs, Sarah	Teacher, K-12
Glenn, Pam	Teacher, K-12
Lindquist, Maria	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. Each grade level has member representation that informs and leads ELA collaboration and initiatives to increase teacher pedagogy and student success.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Student work is reviewed for alignment with the Florida standards. Administrator observations in classrooms with feedback provide accountability and monitoring for implementing the standards based instruction.

b. Instructional Strategies

1. 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. Power Hour, an additional hour of differentiated literacy instruction and remediation, is provided for all students in addition to the 120 minute literacy instructional block. Overall, teachers engage in differentiation within the classroom in order to target at risk students.

2. 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 to accelerate learning is provided by volunteer groups from Lakeland High School's Teen Trendsetters, seniors from the Presbyterian Homes, and Legacy Christian Church.

Strategy Rationale

Data from STAR Early Literacy progress monitoring assessments will be used to identify at risk Kindergarten, first grade, and second grade students for one-on-one ELA 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

Quarterly fluency and STAR Early Literacy test results will determine student growth and program effectiveness.

Strategy: After School Program

Minutes added to school year: 53,100

Implementation of Power Hour

Strategy Rationale

Differentiated reading instruction to remediate and enrich all students per legislative requirement for Bottom 300 Elementary Schools.

Strategy Purpose(s)

- Core Academic Instruction

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

ACHIEVE3000 assessment results will determine student reading progress based on increased Lexile levels for independent reading. STAR Early Literacy progress monitoring assessment data will be analyzed for determining remediation of deficit reading skills.

Strategy: Weekend Program

Minutes added to school year: 1,800

Math fact fluency practice twice a week during PE class

Strategy Rationale

Improve student mastery of basic math facts to increase fluency and reduce computation errors in problem solving.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

SMAD data will be used to determine progress toward meeting quarterly and year end math fact fluency goals.

Strategy: Weekend Program

Minutes added to school year: 2,160

Throughout the school year prior to FSA testing, twelve 3 hour per week Saturday Math Camp sessions for at risk intermediate grade students will provide additional differentiated instruction and practice in application of math skills.

Strategy Rationale

Targeted students will be identified as at risk based on teacher observation, classroom assessments and FSA Math data in order to increase the number of students making learning gains on 2017 FSA Math assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Module assessment data will be used to determine effectiveness in student mastery of benchmarks.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

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. At the 5th grade parent night, students and their parents are informed about options for middle school application and promotes attendance at the WE3 Expo held in the fall.

b. College and Career Readiness

1. 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 the community is invited to address fifth graders at their end of year celebration.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Dixieland Elementary will increase the percent of students demonstrating proficiency on the Spring 2017 FSA English Language Arts and Mathematics assessments and the Florida Standards Science assessment by 10%.

- G2.** Ensure a supportive and safe learning environment for all students, decreasing the total number of student disciplinary referrals by 25% as reported on the end of year discipline data in June 2017.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Dixieland Elementary will increase the percent of students demonstrating proficiency on the Spring 2017 FSA English Language Arts and Mathematics assessments and the Florida Standards Science assessment by 10%. 1a

G087271

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	67.0
Math Gains	68.0
Math Lowest 25% Gains	59.0
FCAT 2.0 Science Proficiency	62.0

Targeted Barriers to Achieving the Goal 3

- Student tasks do not consistently align with the complexity of grade level content standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly collaborative planning with Instructional Coaches and administrators
- Professional Learning Communities
- Title I Budget
- Florida School Recognition Previous Year funds
- Lottery Funds PY
- District instructional coach support
- ACHIEVE3000
- Books Bridge Bus

Plan to Monitor Progress Toward G1. 8

District progress monitoring data and module/unit assessment data will be collected and reviewed for student progress toward targets.

Person Responsible

Syrita Taylor-Brown

Schedule

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

Evidence of Completion

Reports from FAIR-FS, STAR Reading, STAR Early Literacy, math and science module assessments. Journey data collected from evaluations for Domain 2: Instructional Delivery & Facilitation.

G2. Ensure a supportive and safe learning environment for all students, decreasing the total number of student disciplinary referrals by 25% as reported on the end of year discipline data in June 2017. 1a

G087272

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	150.0
One or More Suspensions	20.0
Highly Effective Teachers (Performance Rating)	10.0

Targeted Barriers to Achieving the Goal 3

- Staff need additional strategies to effectively manage student behavior in the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselor
- Social Worker
- The student agenda communication
- Attendance manager
- Automated calls to parents
- Business and community partners
- Student Incentive funds
- Title I Parent Involvement and Staff Development funds
- Parent Portal
- School Psychologist
- CHAMPS Program
- Instructional Coaches

Plan to Monitor Progress Toward G2. 8

School-wide discipline referral Genesis reports and teacher evaluation Journey data for Domain 3: The Learning Environment

Person Responsible

Syrita Taylor-Brown

Schedule

Quarterly, from 8/15/2016 to 8/15/2016

Evidence of Completion

PBIS meeting minutes and teacher evaluation Journey reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. Dixieland Elementary will increase the percent of students demonstrating proficiency on the Spring 2017 FSA English Language Arts and Mathematics assessments and the Florida Standards Science assessment by 10%. 1

G087271

G1.B1 Student tasks do not consistently align with the complexity of grade level content standards. 2

B231984

G1.B1.S1 Student tasks aligned to the content area standards will include writing daily for a variety of purposes and audiences. 4

S244786

Strategy Rationale

Writing within the content area helps students learn the content and how to think within the content area.

Action Step 1 5

At weekly collaborative planning teachers and instructional coaches will develop lesson plans that include student writing tasks to check for understanding.

Person Responsible

Daphne Harris

Schedule

Biweekly, from 8/23/2016 to 6/8/2017

Evidence of Completion

Tasks will be embedded in the content area lesson plans.

Action Step 2 5

At collaborative planning teachers will examine and discuss student written work samples, assessments, and assessment prompts to monitor alignment with the full intent and rigor of the standard, student learning, and consistency across the grade level.

Person Responsible

Daphne Harris

Schedule

Biweekly, from 8/23/2016 to 6/8/2017

Evidence of Completion

Photos and copies of student work samples.

Action Step 3 5

Interactive journals/portfolios will include written work across the content areas and will be used to document student progress toward reaching individual goals and facilitate data chats with students and parents.

Person Responsible

Daphne Harris

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Parent feedback from student led portfolio review and progress toward academic goals.

Action Step 4 5

Provide professional development on: close reading & writing in response to text; accountable talk; high yield, research based instructional strategies, and ACHIEVE3000 and SmartyAntz best practices for implementation

Person Responsible

Syrita Taylor-Brown

Schedule

Weekly, from 8/8/2016 to 6/8/2017

Evidence of Completion

PD sign in; lesson plans; student work samples & interactive journal/portfolios; Journey reports; School-wide Instructional Fidelity reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The student tasks will be written in the lesson plans for all content areas.

Person Responsible

Dawn Mulder

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Weekly lesson plan checks by AP. Plans are collected in the One Note Grade Level Collaborative Notebooks on the school's SharePoint site.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Feedback from collaborative planning will determine coaching supports and next steps for effective implementation.

Person Responsible

Joy Conley

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

SBLT meeting minutes will serve as documentation of feedback from student work examination during planning and next steps for coaching and monitoring for fidelity.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct weekly walkthroughs using the Instructional Strategy Checklist to document evidence of current exemplar written student work samples and determine supports for coaching

Person Responsible

Dawn Mulder

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Walkthrough Instructional Strategy Checklist documentation; SBLT meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School-wide fidelity checks will be conducted for evidence of implementation.

Person Responsible

Dawn Mulder

Schedule

Biweekly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Grade level teams will receive feedback and review grade level and school results at collaborative planning. Results will also be communicated in the Monday Message. Instructional Strategies Checklist documentation; SBLT meeting minutes

G2. Ensure a supportive and safe learning environment for all students, decreasing the total number of student disciplinary referrals by 25% as reported on the end of year discipline data in June 2017. 1

G087272

G2.B1 Staff need additional strategies to effectively manage student behavior in the classroom 2

B231987

G2.B1.S1 Professional development on implementation of the CHAMPS program in conjunction with the school-wide PBIS plan. 4

S244792

Strategy Rationale

Equip teachers with additional strategies to meet the social, emotional, and academic needs of students to effectively manage student behavior in the classroom. Priority goals from the 2016 BPIE assessment address effective communication about student behavior intervention plans with specials teachers.

Action Step 1 5

Provide staff professional development and coaching to effectively implement the CHAMPS program.

Person Responsible

Syrita Taylor-Brown

Schedule

Quarterly, from 8/8/2016 to 6/8/2017

Evidence of Completion

Attendance sign in and agendas from CHAMPS professional development sessions; follow up from PD sessions; classroom walkthroughs documenting implementation of CHAMPS

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

Dates for CHAMPS professional development sessions and specials area BIP review meetings are scheduled for the year. The School Based Leadership Team will prioritize differentiated coaching for teachers and develop the weekly monitoring schedule to support the fidelity of implementation.

Person Responsible

Syrita Taylor-Brown

Schedule

Quarterly, from 8/15/2016 to 4/28/2017

Evidence of Completion

SBLT meeting minutes, Journey teacher evaluation reports, and CHAMPS professional development documents will be collected.

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

The PBIS Leadership Team and will monitor student discipline data and and determine support for effective implementation. The School Based Leadership Team will use school-wide Journey reports for Domain 3 to monitor effectiveness of implementation.

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 10/14/2016 to 6/2/2017

Evidence of Completion

Genesis student discipline data and Journey teacher evaluation data for Domain 3: The Learning Environment will be used to monitor the strategy and effectiveness of implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M329377	District progress monitoring data and module/unit assessment data will be collected and reviewed...	Taylor-Brown, Syrita	9/15/2015	Reports from FAIR-FS, STAR Reading, STAR Early Literacy, math and science module assessments. Journey data collected from evaluations for Domain 2: Instructional Delivery & Facilitation.	5/31/2016 monthly
G2.MA1 M329380	School-wide discipline referral Genesis reports and teacher evaluation Journey data for Domain 3:...	Taylor-Brown, Syrita	8/15/2016	PBIS meeting minutes and teacher evaluation Journey reports	8/15/2016 quarterly
G2.B1.S1.MA1 M329379	Dates for CHAMPS professional development sessions and specials area BIP review meetings are...	Taylor-Brown, Syrita	8/15/2016	SBLT meeting minutes, Journey teacher evaluation reports, and CHAMPS professional development documents will be collected.	4/28/2017 quarterly
G1.B1.S1.MA1 M329365	School-wide fidelity checks will be conducted for evidence of implementation.	Mulder, Dawn	8/26/2016	Grade level teams will receive feedback and review grade level and school results at collaborative planning. Results will also be communicated in the Monday Message. Instructional Strategies Checklist documentation; SBLT meeting minutes	6/2/2017 biweekly
G1.B1.S1.MA1 M329366	The student tasks will be written in the lesson plans for all content areas.	Mulder, Dawn	8/29/2016	Weekly lesson plan checks by AP. Plans are collected in the One Note Grade Level Collaborative Notebooks on the school's SharePoint site.	6/2/2017 biweekly
G1.B1.S1.MA2 M329367	Feedback from collaborative planning will determine coaching supports and next steps for effective...	Conley, Joy	9/2/2016	SBLT meeting minutes will serve as documentation of feedback from student work examination during planning and next steps for coaching and monitoring for fidelity.	6/2/2017 weekly
G1.B1.S1.A3 A316936	Interactive journals/portfolios will include written work across the content areas and will be used...	Harris, Daphne	8/29/2016	Parent feedback from student led portfolio review and progress toward academic goals.	6/2/2017 daily
G2.B1.S1.MA1 M329378	The PBIS Leadership Team and will monitor student discipline data and determine support for...	Taylor-Brown, Syrita	10/14/2016	Genesis student discipline data and Journey teacher evaluation data for Domain 3: The Learning Environment will be used to monitor the strategy and effectiveness of implementation.	6/2/2017 monthly
G1.B1.S1.MA4 M329368	Conduct weekly walkthroughs using the Instructional Strategy Checklist to document evidence of...	Mulder, Dawn	8/29/2016	Walkthrough Instructional Strategy Checklist documentation; SBLT meeting minutes	6/8/2017 weekly
G1.B1.S1.A1 A316934	At weekly collaborative planning teachers and instructional coaches will develop lesson plans that...	Harris, Daphne	8/23/2016	Tasks will be embedded in the content area lesson plans.	6/8/2017 biweekly
G1.B1.S1.A2 A316935	At collaborative planning teachers will examine and discuss student written work samples,...	Harris, Daphne	8/23/2016	Photos and copies of student work samples.	6/8/2017 biweekly
G1.B1.S1.A4 A316937	Provide professional development on: close reading & writing in response to text; accountable talk;...	Taylor-Brown, Syrita	8/8/2016	PD sign in; lesson plans; student work samples & interactive journal/portfolios; Journey reports; School-wide Instructional Fidelity reports	6/8/2017 weekly
G2.B1.S1.A1 A316950	Provide staff professional development and coaching to effectively implement the CHAMPS program.	Taylor-Brown, Syrita	8/8/2016	Attendance sign in and agendas from CHAMPS professional development sessions; follow up from PD sessions; classroom walkthroughs documenting implementation of CHAMPS	6/8/2017 quarterly

V. Professional Development Opportunities

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

G1. Dixieland Elementary will increase the percent of students demonstrating proficiency on the Spring 2017 FSA English Language Arts and Mathematics assessments and the Florida Standards Science assessment by 10%.

G1.B1 Student tasks do not consistently align with the complexity of grade level content standards.

G1.B1.S1 Student tasks aligned to the content area standards will include writing daily for a variety of purposes and audiences.

PD Opportunity 1

At weekly collaborative planning teachers and instructional coaches will develop lesson plans that include student writing tasks to check for understanding.

Facilitator

Katie Barnhart, Joy Conley, Daphne Harris, Ruthie Teets, Erika Brink

Participants

Teachers

Schedule

Biweekly, from 8/23/2016 to 6/8/2017

PD Opportunity 2

Provide professional development on: close reading & writing in response to text; accountable talk; high yield, research based instructional strategies, and ACHIEVE3000 and SmartyAntz best practices for implementation

Facilitator

Joy Conley, Daphne Harris, Katie Barnhart, Ruthie Teets, Erika Brink, Maria Ortiz, Syrita Taylor-Brown, Dawn Mulder

Participants

Teacher

Schedule

Weekly, from 8/8/2016 to 6/8/2017

G2. Ensure a supportive and safe learning environment for all students, decreasing the total number of student disciplinary referrals by 25% as reported on the end of year discipline data in June 2017.

G2.B1 Staff need additional strategies to effectively manage student behavior in the classroom

G2.B1.S1 Professional development on implementation of the CHAMPS program in conjunction with the school-wide PBIS plan.

PD Opportunity 1

Provide staff professional development and coaching to effectively implement the CHAMPS program.

Facilitator

D. Harris, J. Rodriguez, S. Taylor-Brown

Participants

Teachers and Paraeducators

Schedule

Quarterly, from 8/8/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	At weekly collaborative planning teachers and instructional coaches will develop lesson plans that include student writing tasks to check for understanding.				\$131,078.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0131 - Dixieland Elementary School	Title I, Part A		\$131,078.00
			<i>Notes: Full time Literacy and Math Coaches. 50/50 share of Science Coach with another Title I school.</i>			
2	G1.B1.S1.A2	At collaborative planning teachers will examine and discuss student written work samples, assessments, and assessment prompts to monitor alignment with the full intent and rigor of the standard, student learning, and consistency across the grade level.				\$0.00
3	G1.B1.S1.A3	Interactive journals/portfolios will include written work across the content areas and will be used to document student progress toward reaching individual goals and facilitate data chats with students and parents.				\$260.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0131 - Dixieland Elementary School	General Fund		\$260.00
			<i>Notes: Interactive Journals</i>			
4	G1.B1.S1.A4	Provide professional development on: close reading & writing in response to text; accountable talk; high yield, research based instructional strategies, and ACHIEVE3000 and SmartyAntz best practices for implementation				\$131,078.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0131 - Dixieland Elementary School	Title I, Part A		\$131,078.00
5	G2.B1.S1.A1	Provide staff professional development and coaching to effectively implement the CHAMPS program.				\$0.00
Total:						\$262,416.00