

Dixieland Elementary School



2017-18 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) | 2016-17 Title I School | 2016-17 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 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C* | 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 | 23 |
| Appendix 1: Implementation Timeline | 38 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 40 |
| Professional Development Opportunities | 40 |
| Technical Assistance Items | 43 |
| Appendix 3: Budget to Support Goals | 43 |

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Dixieland Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | - 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 (Staff Members, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 and Performance Matters provides us with a flagged list of students with an attendance rate below 90% of days enrolled, one or more suspensions, course failure in ELA or Math, a Level 1 or 2 score on FSA ELA or mathematics, or are below benchmark indicated on STAR Reading or STAR Early Literacy reports. Students who are 2 years over age or more appear on this report. We monitor their academic progress at monthly data/ MTSS meetings. Discipline data is analyzed and monitored by the PBIS Leadership Team and the MTSS team meets as needed to determine appropriate supports for students with behavioral concerns. Dixieland Elementary also utilizes 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 | 15 | 10 | 9 | 9 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| One or more suspensions | 2 | 4 | 2 | 8 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Course failure in ELA or Math | 1 | 1 | 3 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 21 | 14 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |

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 | 1 | 1 | 0 | 5 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

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:

The Problem Solving Team meets 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 MTSS time.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

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 |
| Semon, Sarah | Teacher, K-12 |
| Pyle, Marla | Teacher, K-12 |
| White, Mandi | Teacher, K-12 |
| Clements, Chelsea | Teacher, K-12 |
| Gaulden, Vanessa | Teacher, K-12 |
| Hairston, Shawna | 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 monitor the implementation of the Florida Educator Accomplished Practices, providing feedback to teachers on instructional effectiveness and student learning results. 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 PBIS Team. They meet with teachers monthly for MTSS 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 to provide tiered supports for teachers. Weekly student assessment data reports and formative assessment results 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, STAR Early Literacy, STAR Reading, STAR Math, iStation, and 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.

The Leadership Team uses student learning data to identify targeted students and subgroups in need of intervention and tutoring in order to reach school improvement goals. We identify available resources and coordinate funding to implement the school improvement strategies which will have the greatest impact on student learning growth. As a result of our analysis of ELA student learning results we applied for and were awarded the federal AmeriCorps tutoring program for kindergarten through 3rd grade students. Lottery funds and school recognition funds are designated for extended learning supplies and personnel expenses. Title III ESOL funds are requested to provide after school tutoring for ELL students and for conversational English classes for parents of ELL students. If we have insufficient local funds we apply for Title II funds for extended learning programs. IDEA funds are earmarked for resources and classroom supports to meet individual student learning needs based on student learning data and IEP goals.

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 |
| Syrita Taylor-Brown | Principal |
| Daphne Harris | Teacher |
| Joy Conley | Teacher |
| Mandi White | Teacher |
| Jonna Luce | Teacher |
| Candyace Arnold | Business/Community |
| Carmen Arroyo | Education Support Employee |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 develop the school improvement plan. They gave input in the problem solving steps, use of Title I, Lottery, and School Recognition funds, 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 (\$1146), Lottery funds (\$1959), and Title I funds (\$174,788) 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 |
| Glenn, Pam | Teacher, K-12 |
| Lindquist, Maria | Teacher, K-12 |
| Pyle, Marla | Teacher, K-12 |
| Clements, Chelsea | Teacher, K-12 |
| Hairston, Shawna | 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 meet with new teachers to establish relationships and orient them to the school before all teachers return.

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. Teacher effectiveness, content knowledge and pedagogy, and coaching skills are considered when pairing new teachers with mentors. 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 instruction and tasks are at or above the taxonomy level of 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, taxonomy level, and increased student autonomy. Administrator observations in classrooms with feedback provide accountability and monitoring the implementation of the Florida standards for student mastery.

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 district and school progress monitoring tools. Furthermore, we use district and state assessment data to compare the overall performance between classes and the school as a whole. Time is then allocated during the schedule to provide an additional 20 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 resources on specific skills, in order to meet the diverse needs of students. Differentiated literacy and math acceleration and remediation, is provided for all students in addition to the 120 minute literacy instructional block. Overall, teachers facilitate differentiated instruction 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: 4,860

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: 2,340

Students at a FSA ELA and/or Math Performance Level of 1 or 2 will have additional 30 minutes using iStation Math and/or Science twice a week during PE class.

Strategy Rationale

Students that complete more lessons in iStation see greater growth.

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

iStation progress reports will be analyzed to determine growth toward mastery of grade level standards and used to identify students needing additional intervention.

Strategy: Weekend Program

Minutes added to school year: 2,340

Throughout the school year prior to FSA testing, 13 three hour per week Saturday Camp sessions for at risk intermediate grade students will provide additional differentiated instruction and practice in application of science, ELA, and math skills.

Strategy Rationale

Targeted students will be identified as at risk based on teacher observation, classroom assessments, STAR Reading and Math data, and the previous year FSA data in order to increase the number of students making a Performance Level of 3 or higher and/or learning gains on 2018 FSA and NGSS assessments.

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

Science Unit data, iStation progress reports, STAR Reading Growth Report, and STAR Math 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Parents and incoming kindergarten students a tour of the school is given. The orientation to the school focuses on the importance of reading and every child receives a free book. 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. Guest speakers from local universities, business partners, and the community volunteer in classrooms to enhance learning by making connections between new learning and real world application.

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

NA

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

NA

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Points of strength are evident from the increased Learning Gains in ELA last year, yet the overall proficiency in ELA needs to improve. There is a need to strengthen core instruction in ELA, Math, and Science as indicated by proficiency levels. We need to close the learning gap for SWD in all content areas.

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.

Teacher retention for 5th grade science contributed to the fluctuation of FSA Science proficiency. There was insufficient time for Science instruction in previous grades. There is a need to embed reading and writing in all content areas for processing new content, and to increase student literacy and content mastery. Interventions are needed to improve attendance for Tier 2 and 3 students. Developing teacher understanding of rigorous instruction and student tasks is a priority. Tier 2 and 3 students need more time for additional instruction and practice.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we strengthen core instruction in ELA and mathematics by implementing research-based instructional strategies, then the result will be one year's growth for 80% of students and ELL and ESE subgroups as measured by Istation, STAR Reading and Early Literacy and STAR Math.
- G2.** If we implement the school-wide MTSS process with fidelity, then the we will reduce the number of students exhibiting Early Warning System indicators by 10%.

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. If we strengthen core instruction in ELA and mathematics by implementing research-based instructional strategies, then the result will be one year's growth for 80% of students and ELL and ESE subgroups as measured by Istation, STAR Reading and Early Literacy and STAR Math. 1a

G098049

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------------|---------------|
| ELA/Reading Gains District Assessment | 80.0 |
| FSA ELA Achievement - SWD | 50.0 |
| ELA/Reading Gains | 56.0 |
| FSA ELA Achievement | 55.0 |
| Math Gains District Assessment | 80.0 |
| Math Gains | 55.0 |
| Literacy Rate - Grade 2 | 70.0 |
| FSA Mathematics Achievement | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Inconsistent delivery of small group interventions based on diagnostics and formative assessments to close gaps in learning.
- Lessons and student tasks are mostly at the Comprehension taxonomy level of cognitive complexity and the shift to increased student autonomy for learning is needed.
- Opportunities to integrate reading and writing skills in all subject areas.

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
- iStation
- Books Bridge Bus

Plan to Monitor Progress Toward G1. 8

Data from quarterly STAR Reading & Early Lit, STAR Math, and monthly AR and iStation reports will be collected and reviewed for student, class and grade level progress toward targets.

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 9/11/2017 to 5/4/2018

Evidence of Completion

Reports from STAR Reading & Early Lit, STAR Math, and monthly AR and iStation reports, and science module assessments.

G2. If we implement the school-wide MTSS process with fidelity, then the we will reduce the number of students exhibiting Early Warning System indicators by 10%. 1a

G098050

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| Chronic Absenteeism | 25.0 |
| Level 1 - All Grades | 15.0 |
| One or More Suspensions | 20.0 |
| Statewide Science Assessment Level 1 | 10.0 |
| FSA ELA Achievement | 60.0 |
| FSA Mathematics Achievement | 60.0 |

Targeted Barriers to Achieving the Goal 3

- MTSS processes not fully implemented and understood by all stakeholders
- Lack of high expectations for attendance

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

Monthly absence and tardy reports for any student with absences greater than 10% of days enrolled and/or 5 tardies. Data will be collected, reviewed, and documented in MTSS meeting notes and PBIS meeting notes

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 8/7/2017 to 5/17/2018

Evidence of Completion

PBIS meeting & MTSS meeting minutes. Early Warning reports in Performance matters.

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. If we strengthen core instruction in ELA and mathematics by implementing research-based instructional strategies, then the result will be one year's growth for 80% of students and ELL and ESE subgroups as measured by Istation, STAR Reading and Early Literacy and STAR Math. **1**

 G098049

G1.B1 Inconsistent delivery of small group interventions based on diagnostics and formative assessments to close gaps in learning. **2**

 B263676

G1.B1.S1 Teachers will use formative assessments to make adjustments to Tier 1 instruction and differentiate supports and small group instruction. **4**

 S279244

Strategy Rationale

Data driven differentiated instruction meets the learning and emotional-social supports students need for successful learning.

Action Step 1 **5**

Professional development on using formative assessments and district progress monitoring data, and Istation, STAR Reading & Early Lit and STAR Math instructional resources for planning and facilitating small group differentiated instruction.

Person Responsible

Syrita Taylor-Brown

Schedule

Quarterly, from 8/4/2017 to 5/17/2018

Evidence of Completion

Teacher sign in sheets, lesson plans

Action Step 2 **5**

Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using iStation and integrated ELA, Science, and Math lessons at STEM Saturday Camp.

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 8/3/2017 to 5/18/2018

Evidence of Completion

Lesson Plans for Saturday Camp, Student Sign in Sheets, iStation reports

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

Schedule for Extended Learning opportunities and attendance logs

Person Responsible

Dawn Mulder

Schedule

Monthly, from 8/28/2017 to 5/4/2018

Evidence of Completion

District progress monitoring and Istation reports, student attendance at Extended Learning opportunities, teacher PD sign in

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

Monthly reviews of class and individual student AR and iStation data with teachers, coaches, and the MTSS team

Person Responsible

Syrta Taylor-Brown


Schedule

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


Evidence of Completion

Grade level and teacher monthly data chat notes, quarterly student growth STAR reports and grade recovery results, and Istation reports,

G1.B2 Lessons and student tasks are mostly at the Comprehension taxonomy level of cognitive complexity and the shift to increased student autonomy for learning is needed. **2**

 B263677

G1.B2.S1 Teachers will collaboratively develop learning targets and plan instruction and student-centered tasks at the depth and taxonomy level of the standard, and determine what evidence of student learning to collect each week. Coaches and administrators will support teachers through coaching and professional development. **4**

 S279245

Strategy Rationale

Walkthrough and assessment data indicate the need to increase the rigor of Tier 1 instruction.

Action Step 1 **5**

The Reading Coach will deliver professional development and provide ongoing coaching support in the areas of setting standards-based learning targets, instruction and student-centered learning tasks at the analysis and knowledge utilization taxonomy levels, and use of question stems at a variety of taxonomy levels.

Person Responsible

Daphne Harris

Schedule

Weekly, from 8/3/2017 to 5/17/2018

Evidence of Completion

Collaborative planning notes, Leadership Team meeting notes, lesson plans, administrative walkthroughs, and ongoing unit assessment data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development.

Action Step 2 5

The Math Coach will facilitate professional development and provide ongoing coaching support in the areas of setting standards-based learning targets, instruction and student-centered learning tasks at the analysis and knowledge utilization taxonomy levels, and use of question stems at a variety of taxonomy levels.

Person Responsible

Joy Conley

Schedule

Weekly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Collaborative planning meeting notes, Leadership Team meeting notes, lesson plans, administrative walkthroughs, and ongoing module assessment 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

Dawn Mulder

Schedule

Weekly, from 8/3/2017 to 5/10/2018

Evidence of Completion

Collaborative planning minutes and the master schedule

Action Step 4 5

Examine student work at planning/PLCs.

Person Responsible

Syrita Taylor-Brown

Schedule

Weekly, from 8/22/2017 to 5/15/2018

Evidence of Completion

Collaborative planning minutes and leadership team meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom and grade level fidelity checks

Person Responsible

Dawn Mulder

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Leadership meeting minutes & Walkthrough Checklist

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Ongoing collaborative discussions at PLCs/planning about student learning results and give teachers feedback on instruction

Person Responsible

Dawn Mulder

Schedule

Monthly, from 9/12/2017 to 5/15/2018

Evidence of Completion

Journey data, District Progress Monitoring Data, Student work samples, Leadership Team meeting minutes

G1.B2.S3 Teachers will use formative assessments to make adjustments to Tier 1 instruction and differentiate supports and small group instruction. 4

 S279247

Strategy Rationale

Data driven differentiated instruction meets the learning and emotional-social supports students need for successful learning.

Action Step 1 5

Professional development to use STAR Reading and Math resources for planning and facilitating small group differentiated instruction.

Person Responsible

Syrita Taylor-Brown

Schedule

Quarterly, from 8/21/2017 to 5/17/2018

Evidence of Completion

Tutoring attendance rosters and progress monitoring reports and/or grade recovery reports.

Action Step 2 5

Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using Istation and integrated ELA, Science, and Math lessons at STEM Saturday Camp.

Person Responsible

Syrita Taylor-Brown

Schedule

On 5/18/2018

Evidence of Completion

Lesson Plans for Saturday Camp, Student Sign in Sheets, Istation reports

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Focused observation for effective use of formative assessments and differentiation based on results.

Person Responsible

Dawn Mulder

Schedule

Monthly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Checklist and notes from focused observation in Leadership Team minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Monthly reviews of class and individual student AR and Istation data with teachers, coaches, and the MTSS team

Person Responsible

Syrita Taylor-Brown

Schedule

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

Evidence of Completion

Grade level monthly data chat notes, quarterly student growth STAR reports and grade recovery results, iStation reports,

G1.B2.S4 Offer parent involvement events to inform parents of the rigor of the standards, of student expectations and of their student's progress toward meeting the learning target. 4

S279248

Strategy Rationale

The responsibility for learning shifts to students when they monitor their own learning and set goals. Periodic data chats with teachers and parents hold students accountable for their learning results.

Action Step 1 5

Parent event for student led data chats and goal reviews at end of 1st Semester.

Person Responsible

Daphne Harris

Schedule

On 1/30/2018

Evidence of Completion

Title I Parent Sign In

Action Step 2 5

Math and Science parent events to build capacity to understand the rigorous state standards and grade level expectations. Families will engage in hands on math games and science tasks they can also do at home.

Person Responsible

Joy Conley

Schedule

On 10/24/2017

Evidence of Completion

Parent Sign In Sheets, Title I Event Agenda and Handouts

Action Step 3 5

Parent Title I Event: Reading Workshop for Parents

Person Responsible

Daphne Harris

Schedule

On 11/10/2017

Evidence of Completion

Parent Sign In Sheets, Title I Agenda and Handouts

Plan to Monitor Fidelity of Implementation of G1.B2.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 8/3/2017 to 4/13/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Parent event feedback forms will be reviewed by the leadership team and instructional staff to determine effectiveness of implementation.

Person Responsible

Joy Conley

Schedule

Quarterly, from 9/1/2017 to 4/13/2018


Evidence of Completion

School Advisory Council minutes will document the review of Parent Involvement Survey results in comparison with 2017 results.

G1.B3 Opportunities to integrate reading and writing skills in all subject areas. 2

 B263678

G1.B3.S1 Students will write a summary in their portfolio after math and science lessons. 4

 S279250

Strategy Rationale

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

Action Step 1 5

Professional Development on literacy in the content areas.

Person Responsible

Daphne Harris

Schedule

On 8/9/2017

Evidence of Completion

Teacher Sign in Sheets and Handouts

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson plan checks and classroom walkthroughs, tiered coaching support

Person Responsible

Dawn Mulder

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Journey data from walkthroughs and fidelity checklist from classroom visits, student interactive science notebooks, Leadership Team meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

At collaborative planning/PLCs math and science teachers and the Math Coach will analyze student writing samples from portfolios

Person Responsible

Joy Conley

Schedule

Biweekly, from 8/29/2017 to 5/8/2018

Evidence of Completion

Photos of student writing, interactive science notebooks and portfolios, collaborative planning notes, unit and module data, STAR Math student growth reports, Istation Math reports

G2. If we implement the school-wide MTSS process with fidelity, then the we will reduce the number of students exhibiting Early Warning System indicators by 10%. 1

G098050

G2.B1 MTSS processes not fully implemented and understood by all stakeholders 2

B263679

G2.B1.S1 Professional development on MTSS process and mental health/trauma services and strategies for all teachers. 4

S279251

Strategy Rationale

End of year 2017 teacher survey data indicates the need to clarify MTSS process and interest in effective strategies to use with Tier 3 students.

Action Step 1 5

PD on Trauma Care/Mental Health Services and MTSS processes

Person Responsible

Shenita Seeden

Schedule

On 9/29/2017

Evidence of Completion

Teacher Sign in sheets and agendas

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

Monitor intervention data and attendance data for Tier 2 and 3 students at monthly data chats and MTSS meetings.

Person Responsible

Syrita Taylor-Brown

Schedule

Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

MTSS Fidelity Sheet, Attendance Data, Behavior Point Sheets, MTSS meeting spreadsheet

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

All teachers are tracking student progress and making data driven decisions based on students' Response to Intervention

Person Responsible

Shenita Seeden


Schedule

Monthly, from 8/24/2017 to 5/15/2018


Evidence of Completion

Intervention Plans, Fidelity Sheets, Tier 2 Small Group Problem Solving & Intervention Plan, Class and grade level PBIS Data, individual Behavior Intervention Sheets

G2.B2 Lack of high expectations for attendance **2**

 B263680

G2.B2.S1 Implement an attendance recognition program **4**

 S279253

Strategy Rationale

Need to reduce chronic absenteeism based on 2016-17 attendance data

Action Step 1 **5**

Start a breakfast club for Tier 3 students (attendance data)

Person Responsible

Shenita Seeden

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Sticker Chart

Action Step 2 **5**

Implement a recognition for exemplary attendance for individual students and class attendance

Person Responsible

Shenita Seeden

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Attendance reports, Student Strive for 5 Agenda Binders

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review attendance data and Strive for 5 data at monthly PBIS meetings

Person Responsible

Shenita Seeden

Schedule

Monthly, from 8/7/2017 to 5/11/2018

Evidence of Completion

PBIS meeting minutes, Monthly attendance data in School Newsletter/Website, Quarterly Attendance Awards roster

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The Attendance Manager, Social Worker, and PBIS Team will monitor the attendance data for effectiveness of the Attendance Recognition Program

Person Responsible

Shenita Seeden

Schedule

Monthly, from 8/18/2017 to 5/24/2018

Evidence of Completion

Intervention Plan for Attendance, Student Strive for 5 Agendas, Attendance Reports,

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------------|-------------------------------|--|---------------------|
| 2018 | | | | | |
| G1.B1.S1.MA1 M406920 | Monthly reviews of class and individual student AR and iStation data with teachers, coaches, and... | Taylor-Brown, Syrita | 9/29/2015 | Grade level and teacher monthly data chat notes, quarterly student growth STAR reports and grade recovery results, and Istation reports, | 6/3/2016 monthly |
| G1.B2.S3.MA1 M406926 | Monthly reviews of class and individual student AR and Istation data with teachers, coaches, and... | Taylor-Brown, Syrita | 9/29/2015 | Grade level monthly data chat notes, quarterly student growth STAR reports and grade recovery results, iStation reports, | 6/3/2016 monthly |
| G1.B3.S1.A1 A376289 | Professional Development on literacy in the content areas. | Harris, Daphne | 8/3/2017 | Teacher Sign in Sheets and Handouts | 8/9/2017 one-time |
| G2.B1.S1.A1 A376290 | PD on Trauma Care/Mental Health Services and MTSS processes | Seeden, Shenita | 8/3/2017 | Teacher Sign in sheets and agendas | 9/29/2017 one-time |
| G1.B2.S4.A2 A376287 | Math and Science parent events to build capacity to understand the rigorous state standards and... | Conley, Joy | 10/24/2017 | Parent Sign In Sheets, Title I Event Agenda and Handouts | 10/24/2017 one-time |
| G1.B2.S4.A3 A376288 | Parent Title I Event: Reading Workshop for Parents | Harris, Daphne | 11/6/2017 | Parent Sign In Sheets, Title I Agenda and Handouts | 11/10/2017 one-time |
| G1.B2.S4.A1 A376286 | Parent event for student led data chats and goal reviews at end of 1st Semester. | Harris, Daphne | 1/9/2018 | Title I Parent Sign In | 1/30/2018 one-time |
| G1.B2.S4.MA1 M406928 | Parent event feedback forms will be reviewed by the leadership team and instructional staff to... | Conley, Joy | 9/1/2017 | School Advisory Council minutes will document the review of Parent Involvement Survey results in comparison with 2017 results. | 4/13/2018 quarterly |
| G1.B2.S4.MA1 M406929 | Title I funded staff and administrators will plan the agendas for parent involvement events to... | Harris, Daphne | 8/3/2017 | The Title I eTASK documentation contains documentation of implementation of the action plan. | 4/13/2018 monthly |
| G1.MA1 M406932 | Data from quarterly STAR Reading & Early Lit, STAR Math, and monthly AR and iStation reports will... | Taylor-Brown, Syrita | 9/11/2017 | Reports from STAR Reading & Early Lit, STAR Math, and monthly AR and iStation reports, and science module assessments. | 5/4/2018 monthly |
| G1.B1.S1.MA1 M406921 | Schedule for Extended Learning opportunities and attendance logs | Mulder, Dawn | 8/28/2017 | District progress monitoring and Istation reports, student attendance at Extended Learning opportunities, teacher PD sign in | 5/4/2018 monthly |
| G1.B2.S3.MA1 M406927 | Focused observation for effective use of formative assessments and differentiation based on results. | Mulder, Dawn | 8/28/2017 | Checklist and notes from focused observation in Leadership Team minutes | 5/4/2018 monthly |
| G1.B3.S1.MA1 M406930 | At collaborative planning/PLCs math and science teachers and the Math Coach will analyze student... | Conley, Joy | 8/29/2017 | Photos of student writing, interactive science notebooks and portfolios, collaborative planning notes, unit and module data, STAR Math student growth reports, Istation Math reports | 5/8/2018 biweekly |
| G1.B2.S1.A3 A376280 | Establish and implement group norms of collaboration and a weekly planning schedule | Mulder, Dawn | 8/3/2017 | Collaborative planning minutes and the master schedule | 5/10/2018 weekly |
| G2.B2.S1.MA1 M406938 | Review attendance data and Strive for 5 data at monthly PBIS meetings | Seeden, Shenita | 8/7/2017 | PBIS meeting minutes, Monthly attendance data in School Newsletter/ Website, Quarterly Attendance Awards roster | 5/11/2018 monthly |
| G1.B2.S1.MA1 M406922 | Ongoing collaborative discussions at PLCs/planning about student learning results and give teachers... | Mulder, Dawn | 9/12/2017 | Journey data, District Progress Monitoring Data, Student work samples, Leadership Team meeting minutes | 5/15/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------------|-------------------------------|---|---------------------|
| G1.B2.S1.A2 A376279 | The Math Coach will facilitate professional development and provide ongoing coaching support in the... | Conley, Joy | 8/15/2017 | Collaborative planning meeting notes, Leadership Team meeting notes, lesson plans, administrative walkthroughs, and ongoing module assessment data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development. | 5/15/2018 weekly |
| G1.B2.S1.A4 A376281 | Examine student work at planning/ PLCs. | Taylor-Brown, Syrita | 8/22/2017 | Collaborative planning minutes and leadership team meeting minutes | 5/15/2018 weekly |
| G2.B1.S1.MA1 M406933 | All teachers are tracking student progress and making data driven decisions based on students'... | Seeden, Shenita | 8/24/2017 | Intervention Plans, Fidelity Sheets, Tier 2 Small Group Problem Solving & Intervention Plan, Class and grade level PBIS Data, individual Behavior Intervention Sheets | 5/15/2018 monthly |
| G2.MA1 M406939 | Monthly absence and tardy reports for any student with absences greater than 10% of days enrolled... | Taylor-Brown, Syrita | 8/7/2017 | PBIS meeting & MTSS meeting minutes. Early Warning reports in Performance matters. | 5/17/2018 monthly |
| G1.B1.S1.A1 A376276 | Professional development on using formative assessments and district progress monitoring data, and... | Taylor-Brown, Syrita | 8/4/2017 | Teacher sign in sheets, lesson plans | 5/17/2018 quarterly |
| G1.B2.S1.A1 A376278 | The Reading Coach will deliver professional development and provide ongoing coaching support in the... | Harris, Daphne | 8/3/2017 | Collaborative planning notes, Leadership Team meeting notes, lesson plans, administrative walkthroughs, and ongoing unit assessment data collection will be used as evidence to demonstrate the completion and effectiveness of the professional development. | 5/17/2018 weekly |
| G1.B2.S3.A1 A376284 | Professional development to use STAR Reading and Math resources for planning and facilitating small... | Taylor-Brown, Syrita | 8/21/2017 | Tutoring attendance rosters and progress monitoring reports and/or grade recovery reports. | 5/17/2018 quarterly |
| G1.B1.S1.A2 A376277 | Target student groups for individualized acceleration in Reading and Math in extended learning... | Taylor-Brown, Syrita | 8/3/2017 | Lesson Plans for Saturday Camp, Student Sign in Sheets, iStation reports | 5/18/2018 monthly |
| G1.B2.S1.MA1 M406923 | Classroom and grade level fidelity checks | Mulder, Dawn | 8/21/2017 | Leadership meeting minutes & Walkthrough Checklist | 5/18/2018 biweekly |
| G1.B3.S1.MA1 M406931 | Lesson plan checks and classroom walkthroughs, tiered coaching support | Mulder, Dawn | 8/18/2017 | Journey data from walkthroughs and fidelity checklist from classroom visits, student interactive science notebooks, Leadership Team meeting minutes | 5/18/2018 weekly |
| G2.B1.S1.MA1 M406934 | Monitor intervention data and attendance data for Tier 2 and 3 students at monthly data chats and... | Taylor-Brown, Syrita | 9/18/2017 | MTSS Fidelity Sheet, Attendance Data, Behavior Point Sheets, MTSS meeting spreadsheet | 5/18/2018 monthly |
| G2.B2.S1.A1 A376293 | Start a breakfast club for Tier 3 students (attendance data) | Seeden, Shenita | 8/18/2017 | Sticker Chart | 5/18/2018 weekly |
| G2.B2.S1.A2 A376294 | Implement a recognition for exemplary attendance for individual students and class attendance | Seeden, Shenita | 10/2/2017 | Attendance reports, Student Strive for 5 Agenda Binders | 5/18/2018 quarterly |
| G1.B2.S3.A2 A376285 | Target student groups for individualized acceleration in Reading and Math in extended learning... | Taylor-Brown, Syrita | 8/3/2017 | Lesson Plans for Saturday Camp, Student Sign in Sheets, Istation reports | 5/18/2018 one-time |
| G2.B2.S1.MA1 M406937 | The Attendance Manager, Social Worker, and PBIS Team will monitor the attendance data for... | Seeden, Shenita | 8/18/2017 | Intervention Plan for Attendance, Student Strive for 5 Agendas, Attendance Reports, | 5/24/2018 monthly |

V. Professional Development Opportunities

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

G1. If we strengthen core instruction in ELA and mathematics by implementing research-based instructional strategies, then the result will be one year's growth for 80% of students and ELL and ESE subgroups as measured by Istation, STAR Reading and Early Literacy and STAR Math.

G1.B1 Inconsistent delivery of small group interventions based on diagnostics and formative assessments to close gaps in learning.

G1.B1.S1 Teachers will use formative assessments to make adjustments to Tier 1 instruction and differentiate supports and small group instruction.

PD Opportunity 1

Professional development on using formative assessments and district progress monitoring data, and Istation, STAR Reading & Early Lit and STAR Math instructional resources for planning and facilitating small group differentiated instruction.

Facilitator

Daphne Harris, Joy Conley, Mandi White, Pam Glenn, Sarah Semon, District Coaches

Participants

All teachers K-5 and ESE teachers

Schedule

Quarterly, from 8/4/2017 to 5/17/2018

G1.B2 Lessons and student tasks are mostly at the Comprehension taxonomy level of cognitive complexity and the shift to increased student autonomy for learning is needed.

G1.B2.S1 Teachers will collaboratively develop learning targets and plan instruction and student-centered tasks at the depth and taxonomy level of the standard, and determine what evidence of student learning to collect each week. Coaches and administrators will support teachers through coaching and professional development.

PD Opportunity 1

The Reading Coach will deliver professional development and provide ongoing coaching support in the areas of setting standards-based learning targets, instruction and student-centered learning tasks at the analysis and knowledge utilization taxonomy levels, and use of question stems at a variety of taxonomy levels.

Facilitator

Daphne Harris

Participants

K-5 Teachers and ESE Teachers

Schedule

Weekly, from 8/3/2017 to 5/17/2018

PD Opportunity 2

The Math Coach will facilitate professional development and provide ongoing coaching support in the areas of setting standards-based learning targets, instruction and student-centered learning tasks at the analysis and knowledge utilization taxonomy levels, and use of question stems at a variety of taxonomy levels.

Facilitator

Joy Conley

Participants

K-5 Teachers and ESE Teachers

Schedule

Weekly, from 8/15/2017 to 5/15/2018

G1.B2.S3 Teachers will use formative assessments to make adjustments to Tier 1 instruction and differentiate supports and small group instruction.

PD Opportunity 1

Professional development to use STAR Reading and Math resources for planning and facilitating small group differentiated instruction.

Facilitator

Daphne Harris, Joy Conley, Mandi White, Pam Glenn, Sarah Semon

Participants

All teachers K-5 and ESE teachers

Schedule

Quarterly, from 8/21/2017 to 5/17/2018

G1.B3 Opportunities to integrate reading and writing skills in all subject areas.

G1.B3.S1 Students will write a summary in their portfolio after math and science lessons.

PD Opportunity 1

Professional Development on literacy in the content areas.

Facilitator

Daphne Harris

Participants

K-5 Teachers and ESE teachers

Schedule

On 8/9/2017

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 | Professional development on using formative assessments and district progress monitoring data, and Istation, STAR Reading & Early Lit and STAR Math instructional resources for planning and facilitating small group differentiated instruction. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using iStation and integrated ELA, Science, and Math lessons at STEM Saturday Camp. | | | | \$5,978.49 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 100-Salaries | 0131 - Dixieland Elementary School | Title I, Part A | | \$2,350.00 |
| Notes: Special Activity Pay for 88 hours of Lesson Planning | | | | | | |
| | 5100 | 510-Supplies | 0131 - Dixieland Elementary School | Title, I Part A | | \$1,000.00 |
| Notes: Supplies for instruction, hands on STEM tasks, data tracking | | | | | | |
| | 6150 | 510-Supplies | 0131 - Dixieland Elementary School | Title, I Part A | | \$300.00 |
| Notes: parent communication supplies | | | | | | |
| | 6200 | | 0131 - Dixieland Elementary School | Title, I Part A | | \$2,328.49 |
| Notes: Books for Media Center | | | | | | |
| 3 | G1.B2.S1.A1 | The Reading Coach will deliver professional development and provide ongoing coaching support in the areas of setting standards-based learning targets, instruction and student-centered learning tasks at the analysis and knowledge utilization taxonomy levels, and use of question stems at a variety of taxonomy levels. | | | | \$65,676.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 100-Salaries | 0131 - Dixieland Elementary School | Title, I Part A | | \$65,676.00 |
| 4 | G1.B2.S1.A2 | The Math Coach will facilitate professional development and provide ongoing coaching support in the areas of setting standards-based learning targets, instruction and student-centered learning tasks at the analysis and knowledge utilization taxonomy levels, and use of question stems at a variety of taxonomy levels. | | | | \$86,019.83 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 100-Salaries | 0131 - Dixieland Elementary School | Title, I Part A | | \$86,019.83 |

| | | | | | | |
|----|-------------|---|---|-----------------|-----|-------------|
| 5 | G1.B2.S1.A3 | Establish and implement group norms of collaboration and a weekly planning schedule | | | | \$0.00 |
| 6 | G1.B2.S1.A4 | Examine student work at planning/PLCs. | | | | \$0.00 |
| 7 | G1.B2.S3.A1 | Professional development to use STAR Reading and Math resources for planning and facilitating small group differentiated instruction. | | | | \$600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 510-Supplies | 0131 - Dixieland Elementary School | Title, I Part A | | \$600.00 |
| | | | Notes: supplies for printing data and instructional resources | | | |
| 8 | G1.B2.S3.A2 | Target student groups for individualized acceleration in Reading and Math in extended learning opportunities using Istation and integrated ELA, Science, and Math lessons at STEM Saturday Camp. | | | | \$19,444.81 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5900 | 100-Salaries | 0131 - Dixieland Elementary School | Title, I Part A | | \$10,256.60 |
| | | | Notes: Teacher salaries for 384 hours of STEM Saturday Camp Extended Learning Program | | | |
| | 5900 | 100-Salaries | 0131 - Dixieland Elementary School | Title, I Part A | | \$5,341.98 |
| | | | Notes: Special Activity expenses for 200 hours of extended learning tutoring and grade recovery during PE | | | |
| | 5900 | 100-Salaries | 0131 - Dixieland Elementary School | Title, I Part A | | \$3,846.23 |
| | | | Notes: 144 hours of after school tutoring | | | |
| 9 | G1.B2.S4.A1 | Parent event for student led data chats and goal reviews at end of 1st Semester. | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0131 - Dixieland Elementary School | Other | | \$500.00 |
| | | | Notes: Supplies for printing home-school communication | | | |
| | 6150 | 510-Supplies | 0131 - Dixieland Elementary School | Title I, Part A | | \$1,000.00 |
| | | | Notes: Supplies for portfolios and for parent communication of student data and SIP targets/goals, food for parents | | | |
| 10 | G1.B2.S4.A2 | Math and Science parent events to build capacity to understand the rigorous state standards and grade level expectations. Families will engage in hands on math games and science tasks they can also do at home. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 510-Supplies | 0131 - Dixieland Elementary School | Title, I Part A | | \$1,000.00 |
| | | | Notes: Supplies for parent communication, parent workshop supplies, food for parents | | | |

Polk - 0131 - Dixieland Elementary School - 2017-18 SIP
Dixieland Elementary School

| | | | | | | |
|---------------|--------------------|--|--|--------------------------|-----|---------------------|
| 11 | G1.B2.S4.A3 | Parent Title I Event: Reading Workshop for Parents | | | | \$3,549.56 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 510-Supplies | 0131 - Dixieland Elementary School | Title, I Part A | | \$1,400.00 |
| | | | <i>Notes: Supplies for Parent Workshop, Food for Parents, Supplies for Parent Communication, Book for parents</i> | | | |
| | 6150 | 100-Salaries | 0131 - Dixieland Elementary School | Title, I Part A | | \$2,149.56 |
| | | | <i>Notes: 81 hours Special Activity for Media Para, Teachers, and Literacy Coach</i> | | | |
| 12 | G1.B3.S1.A1 | Professional Development on literacy in the content areas. | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 510-Supplies | 0131 - Dixieland Elementary School | Title, I Part A | | \$100.00 |
| 13 | G2.B1.S1.A1 | PD on Trauma Care/Mental Health Services and MTSS processes | | | | \$0.00 |
| 14 | G2.B2.S1.A1 | Start a breakfast club for Tier 3 students (attendance data) | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0131 - Dixieland Elementary School | General Fund | | \$100.00 |
| | | | <i>Notes: Charts, stickers, recognition supplies</i> | | | |
| | 5100 | 510-Supplies | 0131 - Dixieland Elementary School | School Improvement Funds | | \$400.00 |
| | | | <i>Notes: Incentives for students, parent communication expenses</i> | | | |
| 15 | G2.B2.S1.A2 | Implement a recognition for exemplary attendance for individual students and class attendance | | | | \$4,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0131 - Dixieland Elementary School | School Improvement Funds | | \$4,500.00 |
| | | | <i>Notes: Communication supplies, student Stive for 5 Agenda Binder supplies, recognition and data tracking supplies</i> | | | |
| Total: | | | | | | \$188,868.69 |