Dixieland Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	72%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Dixieland will address the achievement needs for our diverse students.

School Leadership Team

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

Name	Title
Clark, Dawn	Principal
Taylor-Brown, Syrita	Assistant Principal
Conley, Joy	Instructional Coach
Harris, Daphne	Instructional Coach
Glenn, Pam	Teacher, K-12
Clements, Chelsea	Teacher, K-12
Gaulden, Vanessa	Teacher, K-12
Hairston, Shawna	Teacher, K-12
Dempster, Shannon	Teacher, K-12

Duties

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

Administrators frequently 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 leadership team participates in professional development to improve core instruction and leads staff through the implementation of research based strategies using a continuous improvement cycle.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 is aware of current research on reading instruction and best practices for teaching reading. The

Reading Coach meets with teachers once a week and determines areas of need and support 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 Teams. They meet with teachers monthly for MTSS to monitor Early Warning System indicators and evaluate effectiveness of strategies to remove barriers to student success. They also evaluate student progress with Tier 2 and 3 academic and behavior interventions and assist teachers with action plans for improvement as needed.

The PBIS Team Coordinator engages staff 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 content area teacher leaders. They serve as a exemplary 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. The LSI Leadership team is made of two teacher leaders, instructional coaches, and administrators. The team participates in a leadership academy with a cohort of other elementary schools to build capacity to lead and sustain instructional changes aligned with Marzano's research.

Early Warning Systems

Year 2017-18

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	14	10	18	11	7	0	0	0	0	0	0	0	72
One or more suspensions	2	2	4	1	7	5	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	2	4	1	0	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	12	32	12	0	0	0	0	0	0	0	56

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	3	3	6	6	6	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	1	4	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	9	1	0	0	0	0	0	0	0	0	10

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest, at 40%, was FSA 2018 Math learning gains of the lowest 25%. Data of this component over the last three years is trending below the performance of Math learning gains and Math achievement components. The performance of the lowest 25% is very similar for both ELA and Math learning gains component.

Which data component showed the greatest decline from prior year?

The greatest decline from 2016-17 was in the ELA learning gains of the lowest 25% component. A 14 point decrease in performance of this component occurred from 55% to 41% this year.

Which data component had the biggest gap when compared to the state average?

The biggest gap between school and state average performance was in the ELA component for level 3 and above. There is an 11 point gap between state and school performance. An 18 point gap exists in 4th grade ELA level 3 and above.

Which data component showed the most improvement? Is this a trend?

Fifth grade Science state assessment data showed the most improvement with an 18 point increase in student performance. Science assessment performance data indicated a decreasing trend until 2017-18.

Describe the actions or changes that led to the improvement in this area.

The district based Science coach assigned to the school regularly collaborated with our fourth and fifth grade Science teacher contacts for lesson planning, data analysis of formative and unit assessments, and instructional pacing with district curriculum maps. The coach maintained support to the teachers with scheduled site visits with clear purposes. The coach observed instruction and student tasks and provided feedback to teachers that deepened their understanding of the Science standards, cleared up common misconceptions, and developed effective Science instruction. Communication between the coach and teachers and site visits were more frequent this year. Teaching teams implemented a calendar for daily standards review based on leading data such as formative assessments, observations, and student work. Fifth grade teachers collaborated and planned for Science instruction more frequently than the previous year. Students also worked in teams to research, hypothesize, conduct experiments, and present new learning to their peers in most Science units.The extended learning Saturday Camp content area changed from a focus on Math to STEM instruction aligned with the unit Science standards. Saturday Camp activities included hands on Science investigations on concepts in need of review and additional practice reading and answering questions from Science based texts using stem questions.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	50%	56%	39%	48%	52%
ELA Learning Gains	46%	51%	55%	36%	49%	52%
ELA Lowest 25th Percentile	41%	45%	48%	41%	42%	46%
Math Achievement	59%	58%	62%	57%	54%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	51%	56%	59%	58%	52%	58%
Math Lowest 25th Percentile	40%	44%	47%	32%	41%	46%
Science Achievement	50%	53%	55%	52%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (15)	14 (10)	10 (9)	18 (9)	11 (5)	7 (7)	72 (55)
One or more suspensions	2 (2)	2 (4)	4 (2)	1 (8)	7 (6)	5 (9)	21 (31)
Course failure in ELA or Math	0 (1)	2 (1)	4 (3)	1 (5)	0 (0)	1 (2)	8 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (21)	32 (14)	12 (20)	56 (55)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	51%	2%	57%	-4%
	2017	52%	53%	-1%	58%	-6%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	37%	48%	-11%	56%	-19%
	2017	39%	51%	-12%	56%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		-15%				
05	2018	39%	50%	-11%	55%	-16%
	2017	38%	44%	-6%	53%	-15%
Same Grade Comparison		1%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	56%	0%	62%	-6%
	2017	51%	58%	-7%	62%	-11%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	54%	57%	-3%	62%	-8%
	2017	58%	60%	-2%	64%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	52%	56%	-4%	61%	-9%
	2017	40%	47%	-7%	57%	-17%
Same Grade Comparison		12%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	51%	-6%	55%	-10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	13		14	20						
ELL	26	35		48	47						
BLK	38	48	50	53	45	38	38				
HSP	36	44	31	53	49	20	53				
MUL	31			38							
WHT	65	46		72	57	55	64				
FRL	44	48	43	57	50	37	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	40	55	27	38	31					
ELL	14	62		57	62		27				
BLK	40	51	46	42	38	31	26				
HSP	38	65	75	53	48	42	25				
MUL	75			50							
WHT	54	36		55	51		45				
FRL	38	49	52	46	44	35	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase literacy of primary grade students (K-2) and strengthen English Language Arts core instruction school-wide
Rationale	K-1 STAR Early Literacy data (43% at or above 60th percentile rank), 2-5 STAR Reading (42% at or above district benchmark), and ELA FSA (45% at or above performance level 3) indicate student reading performance is stagnant across the school. FSA performance of third to fourth grade cohorts on FSA shows a decreasing trend. Student cohort performance from fourth to fifth show minimal growth. There is very little movement between FSA performance bands since 2015-16. Performance gaps between White and Hispanic, and White and Black subgroups are increasing. ELL student performance has plateaued. Only 48% of 1st graders met the end of year fluency goal of 60 WCPM. By increasing literacy in the primary grades we will increase the number of students reading at grade level when they enter third grade. Improving ELA core instruction at all grade levels will positively impact student reading success and increase learning gains.
Intended Outcome	We will increase student performance on ELA FSA from 45% at or above level 3 to 54%. Cohorts moving to the next grade level will improve ELA FSA performance by 10%. The ELA FSA performance of ELL, Hispanic, and Black subgroups will increase by 10%. The percent of K-2 students performing at district benchmark on STAR Early Literacy and STAR Reading will increase to 55%. Sixty percent of 1st and 2nd graders will achieve end of year oral reading fluency norms based on 2017 Hasbrouck & Tindal Oral Reading Fluency Data.
Point Person	Daphne Harris (daphne.harris@polk-fl.net)

Action Step	
Description	Teachers will participate in Igniting Student Ownership professional development by Learning Sciences Int'l. and a book study from the Marzano Center on Creating & Using Learning Targets & Performance Scales to improve core instruction in all content areas. We will use clear, standards aligned learning targets and student tasks in our instruction. Staff will engage in collaborative planning with instructional coaches to increase the cognitive complexity of instruction and tasks, student centered instruction, and authentic student engagement. Teachers will receive professional development to use the LSI Standards Tracker to efficiently monitor class and student mastery of standards and to use the data to adjust instruction to achieve mastery. The LSI Leadership Team consisting of administrators, instructional coaches, and teacher leaders, will participate in district training and coaching to build their capacity to support teachers with these instructional shifts.Teachers will receive support with implementation of these strategies to improve student learning in PLCs. The Leadership Team will provide ongoing tiered coaching support to teachers and will utilized the LSI Trend Tracker to monitor instructional trends across grade levels and school-wide. The team will develop action plans to deepen teacher pedagogy and increase instructional effectiveness through scheduled observation with feedback and follow up. Teachers and the Leadership team will also track ELL, Black, and Hispanic subgroup progress at interims and quarterly to make adjustments to instructional strategies and supports for teachers or students as needed. In grades K-2, effective instruction to increase mastery of K-2 foundational skills in reading and numeracy is the priority. Parents will participate in beginning of the year goal setting with their child and the teacher and stay informed about their child's progress through communication in the student agenda, conferences, interim reports, and student-led portfolio night. Parent engagement events to strengthen their capacity for involvement in their student's education and learning success are planned through the year. Learning and curriculum expectations will be communicated at events such as, Dads Take your Child to School Day (Donuts with

Dads), Muffins for Moms, Literacy & Math family events. We will participate in the school-wide book club through One School, One Book to increase literacy awareness and community building.

Person Responsible   Daphne Harris (daphne.harris@polk-fl.net)

Plan to Monitor Effectiveness

Description   Teachers will analyze data from the Standards Tracker mastery reports, monthly student writing samples, quarterly ORF progress monitoring, and weekly ELA assessments to monitor their students' learning progress. Administrators will hold quarterly data chats with teachers to monitor progress of all students. The Leadership Team will use Trend Tracker reports to monitor effective implementation of instructional strategies. Instructional Coaches will monitor class level and grade level STAR Early Literacy and Reading, STAR Math, and iSIP progress monitoring data for student learning growth. Leadership Team meeting minutes will document the effective use of observation and Trend Tracker data to tier teacher supports. Leadership Team member classroom observation schedules with intentional look fors and scheduled feedback conferences with teachers will document effective monitoring of instruction. Notes from feedback meetings will reflect individual teacher's professional development goals and action steps and will reflect the effectiveness of the team's monitoring to improve individual teacher performance and student achievement. The Title I Parent Engagement Coordinator evaluates the effectiveness of parent events from survey and evaluation results from parents.

Person Responsible   Dawn Clark (dawn.clark@polk-fl.net)

Activity #2	
Title	Fidelity of Multi-Tiered Systems of Support - Academic & Attendance
Rationale	Interventions matched to student learning needs and delivered with fidelity will increase overall math and reading performance for at risk students. FSA data shows relatively no improvement in ELA FSA achievement level bands 1 and 2, as well as no growth for ELL and Economically Disadvantaged subgroups. Overall learning gains and learning gains for students in the lowest 25th percentile rank are less than 70% in both ELA and Math. Gaps in student learning can be closed through appropriate interventions and progress monitoring for skill and concept mastery. The number of students with less than 90% attendance rate increased from 55 to 72 students. Of those students at risk, 50% are in grades K-2.
Intended Outcome	By providing appropriate academic and attendance interventions with fidelity, we will increase ELA FSA learning gains from 46% to 51% and the learning gains of students in the lowest 25th percentile rank from 41% to 49%. We will increase Math learning gains to 56% and learning gains of the lowest quartile to 46%. We will reduce the amount of students performing at level 1 from 23% to 19% in FSA ELA and Math. We will increase the percent of students performing at or above a level 3 on ELA and Math FSA by 15 percent for the ELL subgroup and by 10% for the ED subgroup. We will increase the percent of K-3 students at or above district benchmarks by 10% on STAR Early Literacy, STAR Reading, and STAR Math. We will reduce the number of students with less than 90% attendance from 72 to 65.
Point Person	Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net)

Action Step	
Description	Teachers will use FSA Ready Florida Reading, iStation, STAR Reading and Math, and Reading Wonders intervention resources. Teachers will receive coaching support to provide data driven, systematic interventions that match the needs of students and close their learning gaps in ELA and Math. The learning gaps addressed will be appropriate to grade level expectations and observed deficits. Extended learning programs will be provided for students within the FSA Levels 1 and 2, ELL, and ED subgroups who are performing below level in ELA or Math. Instructional Coaches will also support teachers and the Extended Learning Coordinator with data analysis, monitoring progress, and determining action steps with interventions. The Attendance Manager, Counselor, and Social Worker will use bi-monthly attendance reports to monitor grade level attendance, identify students and families to support to improve attendance. The Counselor will coordinate the Morning Club attendance intervention program for students with less than 90% attendance rate, including the 2016-17 Tier 3 students. The Assistant Principal will recognize classes with attendance improvement and classes maintaining attendance rates at or above 90% each month. The principal will implement an incentive and recognition program for staff with perfect attendance for the month. We will implement an attendance awareness program so that we increase the number of students arriving on time to school.
Person Responsible	Joy Conley (joy.conley@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Teachers will track intervention fidelity and weekly ELA and Math assessment results, monthly iSIP progress reports, and STAR Early Literacy, STAR Reading, and STAR Math progress monitoring data for students receiving tier 2 and 3 interventions. The Extended Learning Coordinator will track attendance, weekly iStation student progress, and monthly iSIP result of students participating in extended learning programs and will monitor

effectiveness of extended learning programs. Staff will participate in a poverty simulation professional development and a community diversity panel to increase their awareness of the diverse needs of our families, especially for students in ED, Black, and Hispanic subgroups. Every six weeks the MTSS team will monitor the fidelity of classroom and extended learning interventions and the impact on student learning for effectiveness. The team will collaborate with teachers to develop action plans based on effectiveness of interventions. The Leadership Team will determine tiered teacher support, as well as the timeline and member responsible for support, observation, feedback, and follow up with the team. The Leadership Team will analyze academic progress monitoring data for Level 1, retained students, Tier 3 MTSS-attendance, ELL and ED subgroups quarterly. The Leadership Team will monitor effectiveness of attendance interventions based on the results of the Counselor's attendance data analysis for these subgroups and the fidelity of attendance interventions.

Person Responsible	Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net)

Activity #3	
Title	Accelerated Reading Best Practices
Rationale	Application of reading instruction through student independent reading practice, along with strong core instruction, will develop students' reading performance.
Intended Outcome	By May 2018, 70% of students at all grade levels are reading on level with engaged time at or above 30 minutes daily at a success rate at or above 85%.
Point Person	Daphne Harris (daphne.harris@polk-fl.net)

Action Step	
Description	Teachers will participate in professional development to implement AR Best Practices. Ongoing coaching support to increase teacher capacity and weekly student reports will be provided to teachers by the Literacy Coach. Best practices for AR will be implemented daily at teacher selected times. Teachers will set and monitor progress toward goals for their grade level, class, and individual students. Students will track their own progress toward goals. Administrators will set school-wide AR goals to increase points earned, average engaged reading time, and average quiz percent correct. The principal will set interim goals for kindergarten and will include AR data in quarterly teacher data chats. Parents will participate in beginning of the year goal setting. They will receive student progress updates twice a grading period. Student led data chats with parents at Portfolio night will include AR progress. Student-teacher data chats, school-wide recognition, and celebrations will support students with reaching reading goals.
Person Responsible	Daphne Harris (daphne.harris@polk-fl.net)

Plan to Monitor Effectiveness	
Description	The Literacy Coach will use weekly AR class data to monitor class and individual students' engaged time, AR quiz average, and book level for participation and growth. The principal will monitor class and grade level progress and participation using School-wide Summary and Point Club reports each week. Administrators will recognize high performing classes and students entering Point Clubs weekly. Student data tracking notebooks will document and growth on STAR Early Literacy or STAR Reading progress monitoring will also be used to monitor effectiveness.
Person Responsible	Dawn Clark (dawn.clark@polk-fl.net)

Part IV: Title I Requirements

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

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

Administration and staff collaborate with community stakeholders and business partners to provide additional resources that support teaching and learning, and are aligned with the school's mission and student learning needs and goals. Administration, staff, and student groups participate in community events to build positive relationships between the school and local organizations and businesses. Administration 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. Social media is used to communicate school and student successes and promote school events with stakeholders, especially parents.The principal uses flyers, email and Remind texts to promote events, provide updates on learning and ways to help at home, and to provide avenues for parent input. Teachers conference and make phone calls to build relationships early in the school year with parents and families. School-wide parent engagement events are planned to build capacity for parents to help their child be successful in school. These events also are designed to foster communication and to build relationships between families and school staff. Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups, or if applicable can be met through the classroom staff on a one-to-one basis. Sever cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
-CHAMPS: This school-wide classroom management system helps us to develop an instructional structure in which our students are motivated, responsible, and highly engaged in specific tasks.
-PBIS: The school-wide PBIS system establishes a learning environment with clear expectations focused on prevention, in which appropriate behavior is the norm The PBIS Team will use the RtI:B database to track behavior data and engage in problem identification and analysis to assist with progress monitoring and decision making for tiers 2 and 3. The school based MTSS team meets monthly to discuss the progress of students with barriers to academic and social success to determine action needed.
-Mentoring Programs: Mentors are assigned to students with various needs (Staff Members, Senior Mentors, Teen Trendsetters). A Check In/Check-out mentoring system is utilized with students in need of positive adult interaction and feedback to focus on learning and to provide social emotional supports to individual students.
through the school day.

-DrumBeats: Because our school has such a high percentage of economically disadvantaged students, there is a higher number of discipline incidents in the classroom that disrupt the flow of learning for all students. The DRUMBEAT program is designed to equip students from low socio-economic households with social and emotional resilience skills, thereby allowing them to focus on learning and reducing distractions and disruptions for every student.

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 tour the school and a kindergarten classroom.The orientation to the school focuses on the importance of reading; Every child receives a free book and parents receive a booklet on kindergarten readiness. 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.

With each transition to the next grade, level teachers welcome students and their parents and explain what to expect with development and learning at the particular grade level at the school-wide Orientation beginning of the year event. At the annual Open House in the fall student and parent event, teachers explain the priority new learning and skills for each content areas and statewide assessment requirements, as well as ways to help at home for their child's learning success. During the second semester, parent events such as Portfolio Night, provide additional information regarding the students progress toward meeting grade level expectations and readiness for the next grade.

Middle school counselors visit Dixieland 5th grade classrooms to explain course selection. Advertisements, texts, and phone messages are sent to parents to promote meetings at the middle school for incoming 6th graders and their parents. At the Student Led Portfolio Night, students and their parents are informed about options for the middle school application process Flyers and texts are sent to parents of 5th graders to promote attendance at the WE3 Expo held in the fall to learn about middle school options.

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 weekly to assess progress towards the goals of the school and professional development goals. The instructional coaches give updates on collaborative planning progress, barriers to achieving goals, and tiered teacher supports. Members give feedback from classroom walkthroughs and develop action steps for coaching and monitoring based on trends. The team reviews a variety of leading data to ensure students with academic needs are properly supported through Tier 2 or 3 interventions and adjustment services. Weekly student assessment data is used to monitor school-wide instructional trends. Administrators maintain electronic inventories of instructional materials and technology resources available through federal and local resources. The Leadership Team uses learning data and EWS Indicators to identify students and subgroups in need of interventions. We identify available resources and coordinate funding to implement the school improvement strategies which will have the greatest impact on student learning growth. We applied for the federal AmeriCorps tutoring program for grades K-2 students. Title I, Part A project funds provide supplemental instructional resources and interventions so that all students achieve academic success. Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district personnel for instructional support for teachersl. The Title II project contributes to the recruitment and

retention of teachers through recruitment initiatives in the school and district. Title III provides supplemental resources for English Language Learners (ELL) and their teachers, professional learning opportunities for our staff, and parent family engagement opportunities. Title III funds provide after school tutoring for ELL students. Lottery funds, school recognition funds provide materials and personnel for extended learning. IDEA funds are earmarked for resources and classroom supports to meet individual student learning needs based on student learning data and IEP goals.

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 and educational paths. 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.

Part V: Budget	
Total:	**$6,965.00**