

Polk County Public Schools

Dixieland Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 15 |
| Planning for Improvement | 21 |
| Title I Requirements | 28 |
| Budget to Support Goals | 30 |

Dixieland Elementary School

416 ARIANA ST, Lakeland, FL 33803

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

Demographics

Principal: Elizabeth Smith

Start Date for this Principal: 1/23/2014

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: D (40%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (45%) 2014-15: C (47%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 15 |
| Planning for Improvement | 21 |
| Title I Requirements | 28 |
| Budget to Support Goals | 30 |

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416 ARIANA ST, Lakeland, FL 33803

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

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p> | <p>2018-19 Title I School</p> <p>Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p> |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | D | C | C | C |

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 | Job Duties and Responsibilities |
|----------------------------|------------------------|--|
| Clark, Dawn | Principal | <p>Provide leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.</p> <ol style="list-style-type: none"> 1) Achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula 2) Demonstrate student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success 3) Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments 4) Recruit, retain, and develop an effective and diverse faculty and staff 5) Monitor implementation of critical initiatives 6) Give timely feedback to teachers to increase teacher professional practice 7) Provide structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population 8) Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data. Use decision-making process to empower others and distribute leadership 9) Set personal deadlines for self and the entire school 10) Use a transparent process for making decisions and articulating who makes which decisions 11) Actively cultivate, support, and develop other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders 15) Maximize the use of resources to promote a safe, efficient, legal, and effective learning environment 18) Use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by using two-way communications 19) Communicate with staff and the community, keeping all stakeholders engaged in the work of the school 20) Recognize individuals for good work 21) Maintain high visibility at school and in the community 22) Participate in professional development opportunities that improve personal professional practice and align with the needs of the school system |
| Taylor- Brown, Syrta | Assistant Principal | <ol style="list-style-type: none"> 1) Administers school student personnel program in primary or school, and counsels and disciplines students, performing any combination of following tasks: Formulates student personnel policies, such as code of ethics. 2) Plans and supervises school student activity programs. 3) Gives individual and group guidance for personal problems, educational and vocational objectives, and social and recreational activities. 4) Talks with and disciplines students in cases of attendance and behavior |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--|
| | | <p>problems.</p> <p>5) Supervises students in attendance at assemblies and athletic events.</p> <p>6) Walks about school building and property to monitor safety and security or directs and coordinates teacher supervision of areas such as halls and cafeteria.</p> <p>7) Observes and evaluates teacher performance.</p> <p>8) Maintains records of student attendance.</p> <p>9) Oversee scheduling and grades</p> <p>10) Works with administrators to coordinate and supervise student teachers program.</p> <p>11) Teaches courses.</p> <p>12) Assists PRINCIPAL to interview and hire teachers.</p> <p>13) Organizes and administers in-service teacher training.</p> <p>14) Acts as PRINCIPAL in absence of PRINCIPAL. Provide a safe and secure learning environment</p> |

Conley,
Joy

Instructional
Coach

The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include:

- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.
- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.
- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.
- Support teachers in planning instruction to meet the needs of all students

| Name | Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| | | <p>through differentiated instruction.</p> <ul style="list-style-type: none"> - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. |
| Harris, Daphne | Instructional Coach | <p>The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p> <p>Roles and responsibilities include:</p> <ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan |

| Name | Title | Job Duties and Responsibilities |
|-----------------------|--------------------------|---|
| | | <p>for instruction and professional development.</p> <ul style="list-style-type: none"> - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. |
| <p>Glenn, Pam</p> | <p>Teacher, K-12</p> | <p>Responsible for instructing students in fifth grade. Creates lesson plans, administers praise and constructive criticism, instructs students on grade level Florida standards for assigned subject areas, and creates a well-rounded, comprehensive instructional program. Create and use various instructional resources. Plan, prepare and deliver standards based instruction. Create and maintain a positive learning climate with clear expectations.</p> |

| Name | Title | Job Duties and Responsibilities |
|-------------------|---------------|--|
| | | <p>Meet course and school-wide student performance goals. Participate in ongoing professional development sessions and implement initiatives to improve teaching and learning. Observe and evaluate students' performance. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop professional relationships with colleagues, students, parents, and community stakeholders. Work with leadership to ensure initiatives are being met. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Manage student behavior in the classroom by invoking approved disciplinary procedures.</p> |
| Gaulden, Vanessa | Teacher, K-12 | <p>Responsible for instructing students in second grade. Creates lesson plans, administers praise and constructive criticism, instructs students on grade level Florida standards for assigned subject areas, and creates a well-rounded, comprehensive instructional program. Create and use various instructional resources. Plan, prepare and deliver standards based instruction. Create and maintain a positive learning climate with clear expectations. Meet course and school-wide student performance goals. Participate in ongoing professional development sessions and implement initiatives to improve teaching and learning. Observe and evaluate students' performance. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop professional relationships with colleagues, students, parents, and community stakeholders. Work with leadership to ensure initiatives are being met. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Manage student behavior in the classroom by invoking approved disciplinary procedures.</p> |
| Dempster, Shannon | Teacher, K-12 | <p>Responsible for instructing students in fifth grade. Creates lesson plans, administers praise and constructive criticism, instructs students on grade level Florida standards for assigned subject areas, and creates a well-rounded, comprehensive instructional program. Create and use various instructional resources. Plan, prepare and deliver standards based instruction. Create and maintain a positive learning climate with clear expectations. Meet course and school-wide student performance goals. Participate in ongoing professional development sessions and implement initiatives to improve teaching and learning. Observe and evaluate students' performance. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop professional relationships with colleagues, students, parents, and</p> |

| Name | Title | Job Duties and Responsibilities |
|-----------------|---------------|---|
| | | <p>community stakeholders. Work with leadership to ensure initiatives are being met. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Manage student behavior in the classroom by invoking approved disciplinary procedures.</p> |
| Luce, Jonna | Teacher, ESE | <p>Responsible for instructing gifted and talented students with Educational Plans. Creates lesson plans, administers praise and constructive criticism, instructs students on grade level Florida standards for assigned subject areas, and creates a well-rounded, comprehensive instructional program. Create and use various instructional resources. Plan, prepare and deliver standards based instruction. Create and maintain a positive learning climate with clear expectations. Meet course and school-wide student performance goals. Participate in ongoing professional development sessions and implement initiatives to improve teaching and learning. Observe and evaluate students' performance. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop professional relationships with colleagues, students, parents, and community stakeholders. Work with leadership to ensure initiatives are being met. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Manage student behavior in the classroom by invoking approved disciplinary procedures.</p> |
| Busby, Patricia | Teacher, K-12 | <p>Responsible for instructing students in fifth grade. Creates lesson plans, administers praise and constructive criticism, instructs students on grade level Florida standards for assigned subject areas, and creates a well-rounded, comprehensive instructional program. Create and use various instructional resources. Plan, prepare and deliver standards based instruction. Create and maintain a positive learning climate with clear expectations. Meet course and school-wide student performance goals. Participate in ongoing professional development sessions and implement initiatives to improve teaching and learning. Observe and evaluate students' performance. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop professional relationships with colleagues, students, parents, and community stakeholders. Work with leadership to ensure initiatives are being met. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Manage student behavior in the classroom by invoking approved disciplinary procedures.</p> |

| Name | Title | Job Duties and Responsibilities |
|--------------|---------------|--|
| White, Mandi | Teacher, K-12 | Responsible for instructing students in third grade. Creates lesson plans, administers praise and constructive criticism, instructs students on grade level Florida standards for assigned subject areas, and creates a well-rounded, comprehensive instructional program. Create and use various instructional resources. Plan, prepare and deliver standards based instruction. Create and maintain a positive learning climate with clear expectations. Meet course and school-wide student performance goals. Participate in ongoing professional development sessions and implement initiatives to improve teaching and learning. Observe and evaluate students' performance. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop professional relationships with colleagues, students, parents, and community stakeholders. Work with leadership to ensure initiatives are being met. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Manage student behavior in the classroom by invoking approved disciplinary procedures. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 65 | 66 | 65 | 86 | 71 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 435 |
| Attendance below 90 percent | 17 | 5 | 8 | 10 | 15 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| One or more suspensions | 4 | 1 | 2 | 10 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Course failure in ELA or Math | 3 | 6 | 29 | 15 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 28 | 42 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 4 | 2 | 9 | 20 | 17 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |

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 | 5 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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

33

Date this data was collected or last updated

Saturday 7/20/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 1 | 3 | 3 | 6 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 1 | 3 | 3 | 6 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

Part II: Needs Assessment/Analysis

School Data

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

| School Grade Component | 2019 | | | 2018 | | |
|------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 39% | 51% | 57% | 45% | 51% | 55% |

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Learning Gains | 40% | 51% | 58% | 53% | 53% | 57% |
| ELA Lowest 25th Percentile | 40% | 49% | 53% | 55% | 50% | 52% |
| Math Achievement | 50% | 57% | 63% | 50% | 58% | 61% |
| Math Learning Gains | 42% | 56% | 62% | 47% | 57% | 61% |
| Math Lowest 25th Percentile | 31% | 47% | 51% | 41% | 49% | 51% |
| Science Achievement | 39% | 47% | 53% | 32% | 46% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|---------|---------|---------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 65 (0) | 66 (0) | 65 (0) | 86 (0) | 71 (0) | 82 (0) | 435 (0) |
| Attendance below 90 percent | 17 (12) | 5 (14) | 8 (10) | 10 (18) | 15 (11) | 8 (7) | 63 (72) |
| One or more suspensions | 4 (2) | 1 (2) | 2 (4) | 10 (1) | 9 (7) | 7 (5) | 33 (21) |
| Course failure in ELA or Math | 3 (0) | 6 (2) | 29 (4) | 15 (1) | 8 (0) | 11 (1) | 72 (8) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 28 (12) | 42 (32) | 30 (12) | 100 (56) |

Grade Level Data

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

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 39% | 52% | -13% | 58% | -19% |
| | 2018 | 53% | 51% | 2% | 57% | -4% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 30% | 48% | -18% | 58% | -28% |
| | 2018 | 37% | 48% | -11% | 56% | -19% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | -23% | | | | |
| 05 | 2019 | 46% | 47% | -1% | 56% | -10% |
| | 2018 | 39% | 50% | -11% | 55% | -16% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 9% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 59% | 56% | 3% | 62% | -3% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 56% | 56% | 0% | 62% | -6% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 27% | 56% | -29% | 64% | -37% |
| | 2018 | 54% | 57% | -3% | 62% | -8% |
| Same Grade Comparison | | -27% | | | | |
| Cohort Comparison | | -29% | | | | |
| 05 | 2019 | 52% | 51% | 1% | 60% | -8% |
| | 2018 | 52% | 56% | -4% | 61% | -9% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -2% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 38% | 45% | -7% | 53% | -15% |
| | 2018 | 45% | 51% | -6% | 55% | -10% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 21 | 40 | 42 | 29 | 50 | 50 | | | | | |
| ELL | 24 | 23 | | 32 | 23 | 15 | | | | | |
| BLK | 33 | 36 | 45 | 46 | 47 | 40 | 32 | | | | |
| HSP | 33 | 30 | 29 | 48 | 29 | 20 | 29 | | | | |
| MUL | 45 | | | 27 | | | | | | | |
| WHT | 52 | 63 | | 61 | 58 | | 56 | | | | |
| FRL | 36 | 33 | 36 | 43 | 34 | 31 | 38 | | | | |
| 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 | | | | |

ESSA Data

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

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 60 |
| Total Points Earned for the Federal Index | 341 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 39 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

English Language Learners

| | |
|--|-----|
| Federal Index - English Language Learners | 25 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

Native American Students

| | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 36 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 58 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 38 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

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

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

The data component with the lowest performance of 18%, was on 4th Grade Math with a grade level comparison of -27% and a cohort comparison of -29%. The one Math teacher for the grade level did not come prepared to weekly collaborative planning with the instructional coach. Delivery of instruction was not consistently to the depth of the math standards. Learning gains and learning gains for the lowest 25%ile in Math were below 20%. Data driven small group instruction was inconsistent and weak strategies were used for monitoring for learning and mastery of standards. Teaming strategies to engage students in rich discussions and problem solving were not a part of the instructional routines. More than 20% of the fourth graders had less than 90% attendance rate. Poor attendance contributed to missed instruction and opportunities for tier 2 and 3 interventions. For the last four years, Math performance has been higher than ELA.

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

Science performance shows the greatest decline from the prior year from 50% to 39% and is lower than the fifth grade ELA performance, which indicates a core instruction issue. Although hands-on investigations that included writing were a part of each unit of study, students needed additional opportunities for mastery of the content. Weak classroom management and teacher centered instruction contributed to the low performance (28%) in one class. In the class with 46% performing at level 3 or higher student groups conducted more investigations and the teacher did less demonstration. The learning environment was also more productive and positive than in the low performing class. Common student work in Science was not reviewed for standards and DOK alignment in PLCs as often as other subjects. Extended learning for fifth grade focused more on reading and math than on science this year since our district quarterly assessments were above 70% and above the district performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th grade FSA ELA performance had the greatest gap with 39% compared to the state average of 58%.

Contributing factor: The data reflects that the students scored lower in Key Ideas and Details, and the incoherence of the curriculum to allow students to acquire the standards as they build on one another is creating gaps in the mastery of those standards. A three person grade level made it difficult to provide students with 120 minutes of instruction; students received the state required 90 minutes of ELA instruction. More than 20% of the fourth graders had less than 90% attendance rate. Poor attendance contributed to missed instruction and opportunities for tier 2 and 3 interventions.

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

5th Grade Math performance showed the most improvement, with a grade level increased comparison of 7% and a cohort comparison of 9%. New actions that contributed to improved performance were the use of standards based reading text with increased use of higher Lexile level passages and rigorous instruction that included student teaming strategies.

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

Attendance is an area of concern. There has been a slight improvement from last year. 2018 had 72 students with less than 90% attendance rate. 2019 had 63 students with less than 90% attendance rate. However, 15% of the enrolled students (K-5) are still chronically absent.

Discipline Referrals in 2018-19 increased from 2017-18.

2017-18: 81

2018-19: 150

Additional school-wide tier 1 and 2 strategies are needed for behavior and attendance.

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

1. Decrease chronic absences and discipline referrals
2. Increase Science performance
3. Improve core ELA instruction

Part III: Planning for Improvement

Areas of Focus:

| | |
|------------------|---|
| #1 | |
| Title | Attendance & Discipline |
| Rationale | <p>Student attendance impacts student achievement. There has been a slight improvement in attendance from last year. 2018 had 72 students with less than 90% attendance rate. In 2019 we had 63 students with less than 90% attendance rate. Although there is a decline in chronic absences, 15% of the enrolled student are still chronically absent.</p> <p>Conditions for learning are essential for effective core instruction and student learning.</p> <p>Discipline referrals in 2018-19 increased by 69 students from 2017-18.</p> <p>2017-18: 81 2018-19: 150</p> |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | Reduce the number of students with less than 90% attendance and the number of office referrals by 20%. The target is 51 or fewer students with chronic absences and 120 or fewer office referrals. |
| Person responsible for monitoring outcome | Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. Implement a school-wide PBIS token economy based on student interest with fidelity to improve student ownership for behavior and attendance. 2. Provide ongoing professional development, differentiated coaching, and feedback to staff based on discipline and attendance data, as well as classroom observations. 3. Track, communicate, and celebrate attendance and behavior data and progress toward goals with stakeholders monthly. 4. Provide resources, such as staff mentoring, for students to check in with staff and talk with the school counselor as an intervention before referral process is started to determine the root and patterns of reoccurring behaviors. 5. Host Student Success events for parents of students with chronic absenteeism to build relationships and determine barriers for good attendance, communicate the importance of attendance, set goals and track progress twice a grading period, celebrate improvements. <p>We will reward positive behavior with a token economy "Eagle Bucks". Students earn bonus bucks for meeting the core expectations. School rules will be connected to the core expectations. Students purchase rewards on a weekly basis. This is a change to earn/spend points on weekly incentive store where students choose items of interest instead of monthly incentive chosen by the PBIS Team. A token economy gives students choices in incentives based upon the amount "Eagle Bucks" earned.</p> |
| Rationale for Evidence-based Strategy | <ul style="list-style-type: none"> -Clearly explain procedures and expectations -Practice with students -Correct Immediately -Repeat/Reteach until students do it in the right manner -Reward Positive Behavior/provide specific positive praise and ignore undesired behavior <p>The rationale for selecting this strategy provides positive reinforcers more frequently and a strong motivator to improve behavior. Behavior and attendance are often related. Students must be in attendance and meet core expectations, to earn "Eagle Bucks", and develop student autonomy for behavior.</p> |

Action Step

| | |
|---------------------------|--|
| Description | <ol style="list-style-type: none">1. Monthly texts, newsletters, social media posts, and the school website will document promotion of attendance awareness to educate parents about the impacts of attendance.2. Quarterly point sheets, student agendas, and PBIS Celebration student counts will document the fidelity of PBIS implementation. Teachers will track behavior through the token economy with weekly points earned and use the student agenda each day to communicate student success with parents.3. The PBIS Leadership Team will track and monitor and celebrate perfect student and staff attendance monthly.4. The PBIS Leadership Team will monitor effectiveness of strategies monthly using RtI:B, FOCUS and Unify attendance and discipline data for Tier 2 and 3 students and to track progress toward goals and identify supports needed for staff and students. PBIS Team meeting minutes will serve as documentation.5. The School Counselor will hold quarterly Student Success events for students with chronic absences and their parents to celebrate good and improved student attendance, inform parents of impact of attendance on academic success, and identify additional support needed for families to address barriers to attendance.6. Retention and recruitment stipends are available for teachers with a highly effective or effective VAM score or are rated highly effective or effective based on their Student Achievement Objective. |
| Person Responsible | Jonna Luce (jonna.luce@polk-fl.net) |

| | |
|------------------|---|
| #2 | |
| Title | Science Improvement |
| Rationale | Consistent, rigorous instruction that includes frequent student conducted hands-on investigations, explicit vocabulary instruction, and writing in the content area is necessary for student mastery of fifth grade Science standards. Last year the fourth grade student Science module assessment data was 20-36 points above district results. Instruction in 4th grade Science last year was primarily student centered with rigorous tasks aligned to the full intent of the standards and frequent formative assessment data informed adaptations for students not yet mastering the standards. Students frequently worked in teams using a variety of Science based texts and technology tools to engage in rigorous tasks while the teacher facilitated teams and monitored for learning. |

| | |
|---|--|
| State the measurable outcome the school plans to achieve | We will increase student performance on the 2020 Florida NGSS Science assessment to 45%. |
| Person responsible for monitoring outcome | Shannon Dempster (shannon.dempster@polk-fl.net) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. The highly effective Science teacher will loop from 4th-5th grade for consistent Science instruction. 2. The Science, Reading, and Math teachers and instructional coaches will collaborate to ensure informational text, explicit vocabulary instruction, mathematics and writing are embedded in core Science instruction and center activities during MTSS which are based on leading subgroup data in ELA, Mathematics, and Science. 3. Student teams will conduct weekly hands-on, standards based investigations and rigorous tasks from STEM SCOPES resources in grades K-5 classrooms and at Science extended learning to increase achievement in Science. 4. Parents will engage in hands-on STEM activities, goal setting and data chats using student portfolios and progress reports with their child at parent events. 5. Data driven small group mini-lessons to accelerate or re-teach priority standards in extended learning opportunities will be based on leading data to increase performance of student subgroups. |
| Rationale for Evidence-based Strategy | Teacher pedagogy is directly related to student achievement. The research shows a 5% increase in student achievement when STEM SCOPES was used as a supplement. |

| | |
|--------------------|---|
| Action Step | |
| Description | 1. Lesson plans with learning targets and coaching logs will document collaboration to embed hands-on investigations, informational text, vocabulary instruction, mathematics and writing in core instruction, center activities, and extended learning. Common student work will be reviewed at PLCs to monitor student progress toward the target and standard mastery and to make curricular adjustments. The Leadership Team of Administrators, the Reading Coach and Math Coach will use monthly observation and Trend Tracker data to monitor school-wide instructional trends and the fidelity of target-task alignment, teaming, standards-aligned instruction, and cognitive level of instruction and student tasks. |

2. In grades 4-5 we will use Science leveled readers in small group reading instruction and intervention for priority Science standards and ELA informational text standards.
3. 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 by teachers and instructional coaches at events such as, Grade Level Curriculum Nights, STEM Hands-on Activities Parent Night, and at Parent Conferences biannually. Translators will be provided at all parent events.
4. Teachers will provide after school tutoring for at risk level 2 fourth and fifth graders.
5. The Principal will monitor Science grades of subgroups and Tier 2 and 3 fifth graders at interim and end of the grading period and hold student data chats.
6. We will purchase instructional supplies for hands-on Science activities at Saturday and after school tutoring, for student reports, student portfolios, classroom supplies, data tracking, and visuals.
7. A five week hands-on Science Push extended learning program for 5th graders will be held just prior to state Science testing to increase mastery of tested Science standards. Target group will be based on district Science quarterly assessment, teacher observation, and Science Gut Check results.
8. We will provide enrichment experiences and curriculum extensions through field trips to LEGOLand STEM workshops for 2nd and 4th graders and WonderWorks Orlando for kindergarteners, including busing and admission costs.

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

| | |
|---|---|
| #3 | |
| Title | <p>ELA Learning Gains Improvement</p> |
| Rationale | <p>Trend data shows ELA FSA scores drop from 3rd grade to 4th grade and rise in 5th grade. The number of under performing subgroups increased from two to six on the ESSA Federal Index. Although the SWD subgroup is below 41% Federal Index, the gap is closing from 14% the previous year. Under performing subgroups are Black, Hispanic, ELL, Multiracial, ED and SWD. Having students with a low level of vocabulary decoding ability, the need for visual representations in vocabulary instruction is a necessary component for a balanced literacy program.</p> |
| State the measurable outcome the school plans to achieve | <p>We will increase the percentage of students making a learning gain on the 2020 ELA FSA to 50%. We will achieve an overall increase in performance by 10% for of each of the ESSA subgroups that were below the 41% Federal Index in 2019.</p> <p>Black from 40 to 44% ELL from 25 to 28% Multiracial from 36% to 40% SWD from 39 to 42% Hispanic from 35 to 39% Economically Disadvantaged from 38 to 42%</p> |
| Person responsible for monitoring outcome | <p>Daphne Harris (daphne.harris@polk-fl.net)</p> |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. Use visual representations for vocabulary instruction in all content areas. 2. Use text with higher Lexile levels to 820 or above (NAEP) to increase 4th graders' capacity to decode rigorous text. 3. Teachers and coaches will collaboratively plan clear, standards aligned learning targets and rigorous tasks and success criteria to monitor progress toward the target. Teachers and coaches will receive a stipend for curriculum planning sessions after school. 4. ESOL Literacy and Student Led Portfolio Nights will focus on literacy. 5. Differentiated, data driven small group instruction and centers during Power Hour and extended learning will focus on priority standards and subgroup and individual student learning needs. 6. Engage parents in data review, goal setting, and monitoring the learning of their child at curriculum nights, after school parent conferences twice a year, and student led portfolio nights. 7. Reading interventionist will deliver interventions to Tier 3 students. |
| Rationale for Evidence-based Strategy | <p>Several areas of the brain are different in low-income and middle-income students. Five systems responsible for overall school functioning: Executive system: crucial to working memory, future planning, delaying gratification, and decision making. Language system: our reading system and contains structures that allow students to decode, pronounce, and comprehend. Memory system allows students to process semantic learning and then store it. Cognitive system: vital to sequencing, organizing, and visualizing. Visual cognitive system: allows students to recognize patterns, remember images, and abstract information. (Farah, Noble, & Hurt2005) "Reading demands increase dramatically for students around 4th grade, when learning relies more on the textbooks." (Chall,1983) Vocabulary encountered is less familiar because it contains more specialized or technical terms. Syntax becomes more complex. Greater reliance must be placed on inferential thinking and prior knowledge. More independent learning is expected than primary grades. These strategies are necessary to raise reading achievement in 4th grade.</p> |

Action Step**Description**

1. 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 by teachers and instructional coaches at events such as, Literacy Night for ESOL Parents & Students, Grade Level Curriculum Nights, Kindergarten Roundup, Student Led Portfolio Nights, and at biannual Parent Conferences. Translators and child care will be provided at parent events. Parents will receive booklets with tips for parent engagement and student success.
2. The Leadership Team uses monthly observation and Trend Tracker data by subject and grade level to monitor school-wide trends, fidelity of target-task alignment, teaming, and taxonomy level of instruction and tasks. Students set monthly and quarterly goals and track their progress toward mastery of standards and reading growth from iStation, Smarty Ants, STAR Reading or Early Literacy, and AR data.
3. The Instructional Coaches and teachers collaboratively plan lessons with standards-based learning targets and tasks, success criteria, formative and summative assessments, explicit vocabulary instruction with visuals and use of leveled text. Teachers review common formatives at PLCs, share best practices, and use formative assessments data to monitor learning, adjust instruction, and plan interventions. Purchase instructional supplies for student tasks, teaming, visuals, data analysis and tracking, and classroom supplies. Instructional staff will receive supports from instructional coaches through modeling, coaching cycles, co-teaching, and curriculum planning. July PD and after school curriculum planning for 2 hours each month for 5 months.
4. The AP monitors ELA grades of subgroups and Tier 2/3 students twice a quarter. Administrators and coaches track engagement of low quartile students during walkthroughs.
5. Before school computer based Reading and Math tutoring will be offered to at risk 3rd -5th graders, after school tutoring for SWD, Level 2, and ELLs to increase student achievement. Teachers and the Instructional Coaches will use Florida Ready Reading and Math for 2nd - 5th grade tutoring, Saturday extended learning, and Power Hour interventions. In grades K-5 we will use Social Studies leveled readers in small group reading instruction and intervention for informational text standards. We will use Time for Kids as an informational text resource in grades 2-3. Teachers and Coaches will receive stipends for School Improvement Plan professional development and summer professional development aligned with SIP goals.
6. Administrators observe instruction for implementation of strategies with fidelity and evidence of student learning and will give frequent feedback with follow up timelines.
7. Reading Interventionist will deliver, monitor and track weekly reading performance of Tier 3 students. Title I Classroom Para will support with small group ELA interventions for Tier 2 students.
8. Fifth graders will participate in a cross-curricular field trip to Junior Achievement's BIZ Town in May. Transportation costs and admission are included.
9. Teachers use Nearpod online learning program to design differentiated interactive standards based lessons and assessments to monitor mastery and application of standards.
10. We will implement a writing curriculum using Step up to Writing in 1st-2nd grade.

Person Responsible

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

Additional Schoolwide Improvement Priorities (optional)

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

NA

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

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

PFEP Link

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

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

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school 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: The 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, 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 Title I Annual Meeting and Open House in the fall, 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.

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.
- Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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. A new partnership with Polk Vision will provide guest speakers from neighborhood business leaders to present information about local careers and specific educational paths.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Attendance & Discipline | | | | \$118,864.67 |
|---|---|---|----------------|-----|-------------|--------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| 5100 | 120-Classroom Teachers | 0131 - Dixieland Elementary School | UniSIG | | \$48,200.00 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5100 | 150-Aides | 0131 - Dixieland Elementary School | UniSIG | | \$6,000.00 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5100 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$4,146.30 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5100 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$102.98 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5200 | 120-Classroom Teachers | 0131 - Dixieland Elementary School | UniSIG | | \$26,000.00 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5200 | 150-Aides | 0131 - Dixieland Elementary School | UniSIG | | \$3,000.00 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5200 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$2,218.50 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 5200 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$55.10 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 6120 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$4,000.00 | |
| <i>Notes: Recruitment/Retention Stipend</i> | | | | | | |
| 6120 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$306.00 | |

| | | | | | |
|------|---|------------------------------------|---|--|------------|
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 6120 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$7.60 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 6400 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$8,000.00 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 6400 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$612.00 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 6500 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$15.20 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 7300 | 110-Administrators | 0131 - Dixieland Elementary School | UniSIG | | \$8,000.00 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 7300 | 160-Other Support Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 7300 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$918.00 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 7300 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$22.80 |
| | | | <i>Notes: Recruitment/Retention Stipend</i> | | |
| 5100 | 510-Supplies | 0131 - Dixieland Elementary School | UniSIG | | \$1,500.00 |
| | | | <i>Notes: Instructional Supplies - file folders, pocket folders, paper, highlighters, post-it notes, poster printer paper</i> | | |
| 5100 | 519-Technology-Related Supplies | 0131 - Dixieland Elementary School | UniSIG | | \$513.40 |
| | | | <i>Notes: Instructional Supplies - toner for printer instructional materials</i> | | |
| 6150 | 510-Supplies | 0131 - Dixieland Elementary School | UniSIG | | \$200.00 |
| | | | <i>Notes: PFE Supplies - Chronic Absence Parent Event supplies</i> | | |
| 6150 | 120-Classroom Teachers | 0131 - Dixieland Elementary School | UniSIG | | \$400.00 |
| | | | <i>Notes: Stipends for Classroom Teachers to assist with family engagement activities</i> | | |
| 6150 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$300.00 |
| | | | <i>Notes: Stipends to assist with parent/family engagement activities - Coach, Interventionists, Network Mgr., Guidance Counselor</i> | | |
| 6150 | 150-Aides | 0131 - Dixieland Elementary School | UniSIG | | \$200.00 |

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| | | | <i>Notes: Stipends to assist with parent/family engagement activities - paraprofessionals</i> | | | |
| | 6150 | 210-Retirement | 0131 - Dixieland Elementary School | UniSIG | | \$76.23 |
| | | | <i>Notes: Retirement</i> | | | |
| | 6150 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$68.85 |
| | | | <i>Notes: SS</i> | | | |
| | 6150 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$1.71 |
| | | | <i>Notes: WC</i> | | | |
| 2 | III.A. | Areas of Focus: Science Improvement | | | | \$7,996.32 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5900 | 120-Classroom Teachers | 0131 - Dixieland Elementary School | UniSIG | | \$1,275.00 |
| | | | <i>Notes: Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$725.00 |
| | | | <i>Notes: Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 150-Aides | 0131 - Dixieland Elementary School | UniSIG | | \$600.00 |
| | | | <i>Notes: Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 210-Retirement | 0131 - Dixieland Elementary School | UniSIG | | \$220.22 |
| | | | <i>Notes: Retirement</i> | | | |
| | 5900 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$198.90 |
| | | | <i>Notes: SS</i> | | | |
| | 5900 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$4.94 |
| | | | <i>Notes: WC</i> | | | |
| | 6300 | 120-Classroom Teachers | 0131 - Dixieland Elementary School | UniSIG | | \$3,875.00 |
| | | | <i>Notes: Stipends for Classroom Teachers participating in curriculum planning after contact hours</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$400.00 |
| | | | <i>Notes: Stipends to assist with parent/family engagement activities - Coach, Interventionists, Network Mgr., Guidance Counselor</i> | | | |
| | 6300 | 210-Retirement | 0131 - Dixieland Elementary School | UniSIG | | \$362.10 |
| | | | <i>Notes: Retirement</i> | | | |

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| | 6300 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$327.04 |
| | | | <i>Notes: SS</i> | | | |
| | 6300 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$8.12 |
| | | | <i>Notes: WC</i> | | | |
| 3 | III.A. | Areas of Focus: ELA Learning Gains Improvement | | | | \$83,789.74 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 510-Supplies | 0131 - Dixieland Elementary School | UniSIG | | \$7,458.33 |
| | | | <i>Notes: Leveled Reading books for classroom instruction</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 0131 - Dixieland Elementary School | UniSIG | | \$3,940.00 |
| | | | <i>Notes: 10 iPads for student use in the classroom</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 0131 - Dixieland Elementary School | UniSIG | | \$999.50 |
| | | | <i>Notes: 10 iPad cases w/ keyboards</i> | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | 1.0 | \$50,985.00 |
| | | | <i>Notes: School based Interventionist who work with small groups of students in need of remediation</i> | | | |
| | 5100 | 210-Retirement | 0131 - Dixieland Elementary School | UniSIG | | \$4,318.43 |
| | | | <i>Notes: Retirement</i> | | | |
| | 5100 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$3,900.35 |
| | | | <i>Notes: SS</i> | | | |
| | 5100 | 231-Health and Hospitalization | 0131 - Dixieland Elementary School | UniSIG | | \$9,048.00 |
| | | | <i>Notes: Health Insurance</i> | | | |
| | 5100 | 232-Life Insurance | 0131 - Dixieland Elementary School | UniSIG | | \$19.20 |
| | | | <i>Notes: Life Insurance</i> | | | |
| | 5100 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$96.87 |
| | | | <i>Notes: WC</i> | | | |
| | 5900 | 120-Classroom Teachers | 0131 - Dixieland Elementary School | UniSIG | | \$1,275.00 |
| | | | <i>Notes: Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 130-Other Certified Instructional Personnel | 0131 - Dixieland Elementary School | UniSIG | | \$725.00 |
| | | | <i>Notes: Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring</i> | | | |

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| | 5900 | 150-Aides | 0131 - Dixieland Elementary School | UniSIG | | \$600.00 |
| | | | <i>Notes: -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring</i> | | | |
| | 5900 | 210-Retirement | 0131 - Dixieland Elementary School | UniSIG | | \$220.22 |
| | | | <i>Notes: Retirement</i> | | | |
| | 5900 | 220-Social Security | 0131 - Dixieland Elementary School | UniSIG | | \$198.90 |
| | | | <i>Notes: SS</i> | | | |
| | 5900 | 240-Workers Compensation | 0131 - Dixieland Elementary School | UniSIG | | \$4.94 |
| | | | <i>Notes: WC</i> | | | |
| | | | | | Total: | \$217,412.25 |