

Polk County Public Schools

# Dixieland Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Dixieland Elementary School

416 ARIANA ST, Lakeland, FL 33803

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

## Demographics

**Principal: Elizabeth Smith**

Start Date for this Principal: 1/2/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

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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)	2019-20 Title I School	2019-20 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	74%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

### School Board Approval

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### SIP Authority

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<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 provide authentic learning experiences that will enable and empower students to become lifelong learners and productive citizens.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Smith, Elizabeth	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"> <li>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</li> <li>2) Demonstrate student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success</li> <li>3) Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments</li> <li>4) Recruit, retain, and develop an effective and diverse faculty and staff</li> <li>5) Monitor implementation of critical initiatives</li> <li>6) Give timely feedback to teachers to increase teacher professional practice</li> <li>7) Provide structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population</li> <li>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</li> <li>9) Set personal deadlines for self and the entire school</li> <li>10) Use a transparent process for making decisions and articulating who makes which decisions</li> <li>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</li> <li>15) Maximize the use of resources to promote a safe, efficient, legal, and effective learning environment</li> <li>18) Use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by using two-way communications</li> <li>19) Communicate with staff and the community, keeping all stakeholders engaged in the work of the school</li> <li>20) Recognize individuals for good work</li> <li>21) Maintain high visibility at school and in the community</li> <li>22) Participate in professional development opportunities that improve personal professional practice and align with the needs of the school system</li> </ol>
Taylor-Brown, Syrita	Assistant Principal	<ol style="list-style-type: none"> <li>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.</li> <li>2) Plans and supervises school student activity programs.</li> <li>3) Gives individual and group guidance for personal problems, educational and vocational objectives, and social and recreational activities.</li> <li>4) Talks with and disciplines students in cases of attendance and behavior</li> </ol>



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>
Williams, Cheris	Instructional Coach	<ul style="list-style-type: none"> <li>• Provide appropriate professional development related to building student engagement strategies that are rigorous and standards based.</li> <li>• Build trusting relationships with staff to support the implementation of coaching cycles as identified by administration</li> <li>• Coordinate and conduct coaching cycles and differentiated support for teachers in all grade levels.</li> <li>• Provide regular feedback to teachers participating in coaching cycles, as well as those observed following differentiated professional development.</li> <li>• Facilitate collaborative planning sessions</li> <li>• Facilitate data review of weekly formative/summative assessments to plan for action steps</li> </ul>
Menzies, Nicholas	Instructional Coach	<ul style="list-style-type: none"> <li>• Provide appropriate professional development related to building student engagement strategies that are rigorous and standards based.</li> <li>• Build trusting relationships with staff to support the implementation of coaching cycles as identified by administration</li> <li>• Coordinate and conduct coaching cycles and differentiated support for teachers in all grade levels.</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Provide regular feedback to teachers participating in coaching cycles, as well as those observed following differentiated professional development.</li> <li>• Facilitate collaborative planning sessions</li> <li>• Facilitate data review of weekly formative/summative assessments to plan for action steps</li> </ul>
Cruz, Evelyn	School Counselor	<ul style="list-style-type: none"> <li>• Maintain accurate records of students requiring social/emotional/behavioral support</li> <li>• Provide timely and appropriate instruction to grade levels to help teach students social/emotional skills, such as conflict resolution, Drum Beat, etc. on a consistent schedule</li> <li>• Collect, monitor and provide feedback on regularly updated MTSS documentation</li> <li>• Provide whole group, small group, and differentiated professional development regarding MTSS, as needed.</li> <li>• Along with the PBIS team, provide professional development for creating a positive classroom environment using strategies from PBIS, CHAMPS, and other successful strategies for classroom management</li> <li>• Provided differentiated support for teachers needing support building a classroom climate for increased student engagement.</li> </ul>

### Demographic Information

#### Principal start date

Thursday 1/2/2020, Elizabeth Smith

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

30

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	56	54	56	68	67	68	0	0	0	0	0	0	0	369
Attendance below 90 percent	19	11	12	19	9	11	0	0	0	0	0	0	0	81
One or more suspensions	3	1	1	0	7	3	0	0	0	0	0	0	0	15
Course failure in ELA	2	13	16	41	14	11	0	0	0	0	0	0	0	97
Course failure in Math	4	10	14	18	9	25	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide ELA assessment	0	0	0	5	7	20	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	2	10	20	0	0	0	0	0	0	0	32
Level 1 on 2019 STAR ELA assessment	0	0	0	19	12	11	0	0	0	0	0	0	0	42
Level 1 on 2019 STAR Math assessment	0	0	0	11	7	15	0	0	0	0	0	0	0	33

#### 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	9	14	24	15	28	0	0	0	0	0	0	0	94

#### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

#### Date this data was collected or last updated

Tuesday 5/26/2020

#### 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	
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	

**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		
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	

**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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**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	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%
	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	1
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES



Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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 lowest performance data was in the area of ELA proficiency and gains for all students. This data was especially low for the ESSA Subgroups: Black, Hispanic, Students with Disabilities, and ELLs. Contributing factors to this data was lack of capacity for teachers on teaching to the depth of each ELA standard. Additionally, there was a lack of capacity for providing data-based small group instruction.

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

ELA proficiency and gains have been in a steady decline for several years. The 2019 Winter STAR ELA data was in alignment with this trend.

**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.**

ELA proficiency and gains had the greatest gap when compared to the state average. The factors contributing to this gap are lack of teacher capacity in understanding the ELA standards and their depth of complexity, lack of teacher capacity in conducting high-impact, data-driven small group instruction, a master schedule for 5th grade that did not prioritize ELA instruction, and staff not being assigned to teaching positions based on their strengths.

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

Based on District-Based Quarterly Assessments Science showed the greatest area of improvement. The actions taken were that an effective science teacher looped from 4th to 5th grade to teach science and students were provided with explicit vocabulary instruction, hands-on investigations, and rigorous tasks using Stem Scopes science curriculum.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Our primary concern based on the EWS data include student attendance less than 90%.

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

1. ELA Proficiency
2. ELA Gains
3. Attendance
4. Office Discipline Referral Rate

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Dixieland's area of focus will be to deepen teacher understanding of providing rigorous, standards-based whole group ELA & Math instruction and data-driven, high-impact small group ELA & Math instruction. Students are not achieving proficiency due to lack of exposure and meaningful practice that is to the full depth of the ELA & Math Standards. This area of focus was chosen based on the low percentage of students from all subgroups showing both proficiency & learning gains in ELA. Dixieland is below both the district (-12%) and state (-18%) in ELA proficiency. Dixieland is also below both the district (LG: -11%, L25 LG: -9%) and state (LG: -18%, L25 LG: -13%) in ELA Learning Gains and Lowest 25th percentile Learning Gains. As well as the low percentage of students showing both proficiency & learning gains in Math. Dixieland is below both the district (-7%) and state (-13%) in Math proficiency. Dixieland is also below both the district (LG: -14%, L25 LG: -16%) and state (LG: -20%, L25 LG: -20%) in Math Gains and Lowest 25th percentile Learning Gains.

Additionally, ESSA subgroups are performing below the district and state in all areas.

ELA % Proficient: Black- 21%, Hispanic- 25%, SWD- 12%, ELL- 11%

**Measurable Outcome:**

By Spring 2021, 45% of students overall and 40% of students in Black, Hispanic, SWD and ELL subgroups will score Level 3 or higher on the FSA ELA assessment. By Spring 2021, 50% of students eligible for Learning Gains will demonstrate a Learning Gain based on FSA ELA Data & 50% of the Lowest 25th Percentile will demonstrate a Learning Gain based on FSA ELA Data.

By Spring 2021, 55% of students overall and 40% of students in Black, Hispanic, SWD and ELL subgroups will score Level 3 or higher on the FSA Math assessment. By Spring 2021, 50% of students eligible for Learning Gains will demonstrate a Learning Gain based on FSA Math Data & 50% of the Lowest 25th Percentile will demonstrate a Learning Gain based on FSA Math Data.

**Person responsible for monitoring outcome:**

Elizabeth Smith (elizabeth.smith01@polk-fl.net)

**Evidence-based Strategy:**

In order to address the proficiency rate and % of students making learning gains we will focus on designing rigorous, standards- based instruction, providing appropriate performance practice at the depth of the standard and creating high-impact, small group instruction. This will be accomplished through the following strategies:

1. Weekly collaborative planning with Instructional Coach that includes weekly data chats.
2. Weekly non-evaluative walkthroughs with feedback focused on alignment of task with the depth of the standard.
3. Tiering teachers based on their knowledge and ability as well as providing appropriate coaching support based on their tiers.
4. Provide 1- extended planning session per semester to create tasks, assessments, and intervention plans with Instructional coaches.
5. Provide PD utilizing data to create high-impact, small group instruction.

**Rationale for Evidence-based Strategy:**

According to John Hattie's meta-analysis the factor related to student achievement with the highest effect size is "Collective Teacher Efficacy" (1.57 effect size). The strategies we chose were based on this information. Through collaborative planning/PLCs, non-evaluative feedback, coaching, and Professional Development on we hope to build teacher efficacy. Through these strategies we feel we can incorporate other factors Hattie has documented as having a high to moderate effect such as Scaffolding (0.82 effect size), Deliberate Practice (0.79 effect size), Interventions for students with learning needs (0.77

effect size), Planning and prediction (0.76 effect size), and Evaluation and Reflection (0.75 effect size).

### Action Steps to Implement

Weekly collaborative planning with Instructional Coaches. Coaches will provide a short, on-demand PD for teachers to build capacity on standards and proficiency for each standard prior to weekly planning sessions. Weekly planning sessions will focus on creating common formatives, discussing task/standard alignment, and discussing remediation strategies. These sessions will be provided to both campus and eSchool teachers.

**Person Responsible** Cheris Williams (cheris.williams@polk-fl.net)

Leadership Team and Teachers will conduct weekly Data Chats to monitor proficiency and growth for students on common assessments. Team will specifically monitor proficiency and growth of students in L25 and ESSA subgroups. Tutoring and Interventionist's schedule will be adjusted based on data shared.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide PD utilizing data to create high-impact, small group instruction.

**Person Responsible** Cheris Williams (cheris.williams@polk-fl.net)

Weekly non-evaluative walk-throughs with feedback focused on alignment of task with the depth of the standard.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide teachers with leveled, standards-based materials for conducting small group instruction.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Purchase reading material at the appropriate Lexile levels for independent practice. Reading material to be purchased will be Reading A-Z and Studies Weekly.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide struggling students in L25 and ESSA subgroups with a Reading Interventionist to conduct small group instruction that will focus on filling gaps in skills and missed standards. The Reading Interventionist will serve both campus and eSchool students.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide teachers with bi-annual extended planning days to create both standards-based whole group instructional plans and data-driven impactful small group instructional plans. Substitutes will be provided in order for teachers to have full day planning.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide teachers with a subscription to NearPod an instructional platform that allows for teachers to administer technology based formative assessments and receive real-time data. Teachers will use that data to drive small group instruction.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Purchase iPads for students to use in both whole group instruction, small group instruction, and independent practice.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Purchase supplies such as copy paper, toner, folders, and binders to organize reading materials printed from Reading A-Z that students can mark/code during whole-group instruction, small-group instruction, and independent practice.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Purchase Florida Ready materials to be used by teachers to conduct standards-based small group instruction.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide after-school ELA tutoring for students in 3rd-5th grade based on data collected from STAR Assessments. Tutoring will focus on building skill deficits as well as test taking strategies. ELA tutoring will be offered to both campus and eSchool students.

**Person Responsible** Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Provide additional coaching support to both campus and eSchool teachers in Tier 2 and Tier 3. Coaching support will include additional planning time, modeling of instructional practice, and observations with feedback.

**Person Responsible** Nicholas Menzies (nicholas.menzies@polk-fl.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**School leadership will address students with an average daily attendance less than 90% through PBIS initiatives, Perfect Attendance awards, providing additional supports through MTSS and providing capacity building for parents on the importance of regular school attendance. We will decrease the number of students with less than 90% average daily attendance by 20% (74 students to 59 students).**

**PBIS is creating incentives for students with average daily attendance greater than 90% each month and an additional award for those with perfect attendance.**

**School counselor and Social Worker will work in collaboration with teachers and parents to provide Tier 2 and Tier 3 supports for students with chronic absences. Quarterly the problem solving team consisting of school counselor, social worker, and teacher will meet with parents of students with less than 90% daily attendance.**

**In order to build capacity on the importance of school attendance parents will receive information during Open House, data and information in the monthly parent newsletter, and data and information posted on our Facebook, Instagram, Class Tag, and website pages.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our PBIS committee is adjusting our PBIS program based on discipline data, attendance data, and staff survey data collected in May. The committee is creating a new set of school-wide expectations to better capture the wants and needs of our stakeholders. The committee is creating lesson plans for each behavior expectation that will be taught at the beginning of the year as well as after all extended breaks. The committee is also creating a "Behavior-Matrix" to assist teachers in problem solving behavioral issues as they arise in their classrooms. Staff will be offered diversity and equity professional development in August to build capacity in building relationships with all students and families. We will provide follow-up Equity and Diversity professional develop & continue to implement/monitor throughout the year. Finally, the committee is working on a school-wide economy to help in providing incentives for behavior and attendance. The master schedule has been adjusted to allow for direct social skills instruction for all students and dedicated time for the school counselor and school psychologist to pull small groups of students for more focused skill building.

#### Parent Family and Engagement Plan (PFEP) Link

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$163,274.18
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		\$5,015.81
			<i>Notes: Supplies - Instructional (copy paper, folders, poster printer paper, envelopes, binders)</i>			
	5100	130-Other Certified Instructional Personnel	0131 - Dixieland Elementary School	UniSIG	1.0	\$44,446.56
			<i>Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0131 - Dixieland Elementary School	UniSIG		\$4,444.66
			<i>Notes: Retirement - 10% - Instructional Personnel - Interventionist</i>			
	5100	220-Social Security	0131 - Dixieland Elementary School	UniSIG		\$3,400.16

			<i>Notes: Social Security -7.65% -Instructional personnel - Interventionist</i>			
	5100	231-Health and Hospitalization	0131 - Dixieland Elementary School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - Instructional Personnel - Interventionist</i>			
	5100	232-Life Insurance	0131 - Dixieland Elementary School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel - Interventionist</i>			
	5100	240-Workers Compensation	0131 - Dixieland Elementary School	UniSIG		\$84.45
			<i>Notes: Workers Compensation - 0.19% - Instructional Personnel - Interventionist</i>			
	5100	644-Computer Hardware Non-Capitalized	0131 - Dixieland Elementary School	UniSIG		\$13,554.00
			<i>Notes: 46 iPads 32GB</i>			
	5100	519-Technology-Related Supplies	0131 - Dixieland Elementary School	UniSIG		\$1,697.70
			<i>Notes: 46 iPad STM Dux Cases</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0131 - Dixieland Elementary School	UniSIG		\$3,235.82
			<i>Notes: 2 iPad Carts</i>			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		\$5,250.00
			<i>Notes: Classroom Libraries and/or guided reading books for 21 classrooms</i>			
	6200	610-Library Books	0131 - Dixieland Elementary School	UniSIG		\$5,250.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books,</i>			
	5100	519-Technology-Related Supplies	0131 - Dixieland Elementary School	UniSIG		\$3,131.34
			<i>Notes: Technology-Related Supplies (ink and toner)</i>			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		\$8,772.79
			<i>Notes: Supplies - Instructional (math manipulatives)</i>			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		\$10,507.60
			<i>Notes: Supplies - Instructional (LLI Kits)</i>			
	5900	120-Classroom Teachers	0131 - Dixieland Elementary School	UniSIG		\$12,152.00
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 5 teachers, 120 hours per teacher</i>			
	5900	130-Other Certified Instructional Personnel	0131 - Dixieland Elementary School	UniSIG		\$4,981.24
			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 2 IPs, 120 hours per person 2 IP, 120 hours per IP</i>			



	5900	210-Retirement	0131 - Dixieland Elementary School	UniSIG		\$1,713.33
			<i>Notes: Retirement - 10% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0131 - Dixieland Elementary School	UniSIG		\$1,310.69
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0131 - Dixieland Elementary School	UniSIG		\$32.55
			<i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i>			
	6300	120-Classroom Teachers	0131 - Dixieland Elementary School	UniSIG		\$10,080.01
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 21 teachers, 16 hours per teacher</i>			
	6300	130-Other Certified Instructional Personnel	0131 - Dixieland Elementary School	UniSIG		\$5,760.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 IPs, 64 hours per IP</i>			
	6300	210-Retirement	0131 - Dixieland Elementary School	UniSIG		\$1,584.00
			<i>Notes: Retirement - 10%- Curriculum Planning</i>			
	6300	220-Social Security	0131 - Dixieland Elementary School	UniSIG		\$1,211.76
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0131 - Dixieland Elementary School	UniSIG		\$30.11
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		\$6,318.00
			<i>Notes: Supplies - Instructional (Being a Writer for 10 classrooms)</i>			
<b>Total:</b>						<b>\$168,316.25</b>