Dixieland Elementary School

2021-22 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: 1/3/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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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.

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

Provide the school's vision statement.

All Dixieland Elementary students will achieve personal growth and success academically, socially, and emotionally.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Smith, Elizabeth	Principal	The job duties and responsibilities of the principal are to be an instructional leader on campus through the following practices: -Communicate a common vision of providing rigorous standards-based instruction and data-driven interventions -Set and monitor expectations for instruction, progress monitoring, and conditions for learning -Provide appropriate professional learning opportunities to allow staff to build capacity in areas that will support School Improvement Goals -Conduct regular classroom walkthroughs/observations providing timely feedback -Participate in weekly professional learning community meetings with teachers -Progress monitor implementation of initiatives across the campus and provide timely feedback. -Meet weekly with the leadership team to discuss progress on action steps toward School Improvement Goals -Coordinate with instructional coaches to ensure professional development and support are provided with fidelity in a timely manner to all staff members. -Monitor and provide feedback related to discipline data and provide support for teachers as the need arises. -Establish structures and routines for sharing and reviewing short and long cycle data in order to provide timely and appropriate support
Hilgenberg, Craig	Assistant Principal	The job duties and responsibilities of the assistant principal are to be an instructional leader on campus through the following practices: -Assist the principal in communicating a common vision of providing rigorous standards based instruction and data-driven interventions - Assist in setting and monitoring expectations for instruction, progress monitoring, and conditions for learning -Provide appropriate professional learning opportunities to allow staff to build capacity in areas that will support School Improvement Goals -Conduct regular classroom walkthroughs/observations providing timely feedback -Participate in weekly professional learning community meetings with teachers -Progress monitor implementation of initiatives across the campus and provide timely feedback. -Meet weekly with the leadership team to discuss progress on action steps toward School Improvement Goals -Coordinate with instructional coaches to ensure professional development and support are provided with fidelity in a timely manner to all staff members. -Monitor and provide feedback related to discipline data and provide support for teachers as the need arises. -Establish structures and routines for sharing and reviewing short and long cycle data in order to provide timely and appropriate support
Menzies, Nicholas	Math Coach	The job duties and responsibilities of the instructional coaches are to provide support to instructional staff through the following practices:Provide

Name	Position Title	Job Duties and Responsibilities
		appropriate professional development related to building student engagement strategies that are rigorous and standards based. -Build trusting relationships with staff to support the implementation of coaching cycles as identified by admin -Coordinate and conduct coaching cycles and differentiated support for teachers in all grade levels. -Provide regular feedback to teachers participating in coaching cycles, as well as those observed following differentiated professional development. -Facilitate collaborative planning sessions -Facilitate data review of weekly formative/summative assessments to plan for action steps -Regularly monitor the progress of students utilizing the various data analysis tools , MTSS documentation, class assignments, interventions, grades, etc. in order to provide support to teachers -Collaborate with classroom teachers to ensure that interventions used with students are utilized and reinforced consistently in class.
Williams, Cheris	Reading Coach	The job duties and responsibilities of the instructional coaches are to provide support to instructional staff through the following practices:Provide appropriate professional development related to building student engagement strategies that are rigorous and standards based. -Build trusting relationships with staff to support the implementation of coaching cycles as identified by admin -Coordinate and conduct coaching cycles and differentiated support for teachers in all grade levels. -Provide regular feedback to teachers participating in coaching cycles, as well as those observed following differentiated professional development. -Facilitate collaborative planning sessions -Facilitate data review of weekly formative/summative assessments to plan for action steps -Regularly monitor the progress of students utilizing the various data analysis tools , MTSS documentation, class assignments, interventions, grades, etc. in order to provide support to teachers -Collaborate with classroom teachers to ensure that interventions used with students are utilized and reinforced consistently in class.
Cowans, Vanessa	School Counselor	The job duties and responsibilities of the school counselor are to support students through the following practices: -Maintain accurate records of students requiring social/emotional/behavioral support -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 -Collect, monitor and provide feedback on regularly updated MTSS documentation -Provide whole group, small group, and differentiated professional development regarding MTSS, as needed. -Along with the PBIS team, provide professional development for creating a

Name	Position Title	Job Duties and Responsibilities
		positive classroom environment using strategies from PBIS, CHAMPS, and other successful strategies for classroom management -Provided differentiated support for teachers needing support building a classroom climate for increased student engagement.

Demographic Information

Principal start date

Friday 1/3/2020, 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.*

0

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

26

Total number of students enrolled at the school

326

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	48	45	53	52	62	64	0	0	0	0	0	0	0	324
Attendance below 90 percent	19	9	5	10	12	17	0	0	0	0	0	0	0	72
One or more suspensions	0	3	4	2	7	9	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	13	9	17	1	0	0	0	0	0	0	0	0	0	40

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	6	7	11	18	20	20	0	0	0	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	1	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	51%	57%	45%	50%	56%
ELA Learning Gains				40%	51%	58%	46%	51%	55%
ELA Lowest 25th Percentile				40%	49%	53%	41%	45%	48%
Math Achievement				50%	57%	63%	59%	58%	62%
Math Learning Gains				42%	56%	62%	51%	56%	59%
Math Lowest 25th Percentile				31%	47%	51%	40%	44%	47%
Science Achievement				39%	47%	53%	50%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	39%	52%	-13%	58%	-19%
Cohort Comparison						
04	2021					
	2019	30%	48%	-18%	58%	-28%
Cohort Comparison		-39%				
05	2021					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	56%	3%	62%	-3%
Cohort Comparison						
04	2021					
	2019	27%	56%	-29%	64%	-37%
Cohort Comparison		-59%				
05	2021					
	2019	52%	51%	1%	60%	-8%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	45%	-7%	53%	-15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students in Grade 1 use STAR Early Literacy and STAR Math
Students in Grade 2 use a combination of STAR Early Literacy & STAR Reading as well as STAR Math. The first number listed under English Language Arts will be the % proficient in STAR Early Literacy and the second number listed will be % proficient in STAR Reading.
Students in Grades 3-5 use STAR Reading and STAR Math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	60	51
	Economically Disadvantaged	47	60	51
	Students With Disabilities	14	43	14
	English Language Learners	50	75	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69	73	65
	Economically Disadvantaged	74	83	66
	Students With Disabilities	40	60	40
	English Language Learners	50	75	75

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43/100	53/75	63/51
	Economically Disadvantaged	43/100	46/73	54/52
	Students With Disabilities	50/	33/50	33/33
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	61	44
	Economically Disadvantaged	50	56	44
	Students With Disabilities	33	75	50
	English Language Learners	33	33	20

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	47	50
	Economically Disadvantaged	48	44	44
	Students With Disabilities	0	0	0
	English Language Learners	30	27	44
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	54	39
	Economically Disadvantaged	41	46	30
	Students With Disabilities	0	33	25
	English Language Learners	33	27	17

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	38	39
	Economically Disadvantaged	41	33	37
	Students With Disabilities	29	29	14
	English Language Learners	33	19	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	48	41
	Economically Disadvantaged	43	41	38
	Students With Disabilities	67	57	43
	English Language Learners	40	38	47

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	36	34
	Economically Disadvantaged	26	38	33
	Students With Disabilities	14	14	14
	English Language Learners	33	43	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	41	45
	Economically Disadvantaged	43	40	49
	Students With Disabilities	43	17	43
	English Language Learners	43	43	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	41	50
	Economically Disadvantaged	43	36	53
	Students With Disabilities	25	29	33
	English Language Learners	37	26	43

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
colspan=12: **2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS**
SWD	18	50		29							
ELL	26	55		43	50						
BLK	15	11		35	50		11				
HSP	35	57		51	64		56				
WHT	37	44		49	47		31				
FRL	22	30	50	38	53		29				

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
colspan=12: **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS**
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				

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
colspan=12: **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS**
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	8

ESSA Federal Index

Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	32
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	24
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	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students

Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	42
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities and Black students are subgroups that needs focus in all grade levels specifically in the area of ELA. Our L25 students in all grade levels haven't made necessary gains in all content areas. There is an overall decline in math and science proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas in greatest need of improvement are learning gains for our students with disabilities, L25 students and Black students in ELA and Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of high expectations for struggling students, inconsistent use of intentional data-driven small group instruction, lack of understanding of the full intent of the standards, inconsistency of inclusion supports, and lack of independent practice that met the depth of the standard.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off progress monitoring the areas that showed most improvement were gains in ELA, Math, and Science in 5th grade and an increase in student attendance rates.

What were the contributing factors to this improvement? What new actions did your school take in this area?

5th grade received additional push-in support from district and school based coaches to assist with small group instruction and interventions.
Attendance improved due to PBIS initiatives.

What strategies will need to be implemented in order to accelerate learning?

We must ensure teachers fully understand the intent of the standard and provide ample practice with the standard at it's highest level. In order to facilitate that teachers will need a solid understanding of best practices in scaffolding instruction to ensure all students can be successful at that level. We will provide weekly PLCs to teachers to build capacity in this area.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In the first semester, teachers will receive professional development in Accountable Talk, Collaborative Pairs, and Differentiated Instruction. Teachers will also be provided with on-demand PD presented by the district to address individual areas of need. Teachers will have access to instructional coaches to assist with planning and resources. Finally, coaches will be utilized to support teachers through coaching cycles.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will be provided with differentiated professional development to address their specific areas of need. District and School-based coaching support will continue. Administration will continue to provide feedback based on observations. Additionally, we will utilize UNISIG funds to pay for 3 additional paraprofessionals to provide small group support in Kindergarten-2nd grade. These paras will assist teachers in the implementation of SIPPS and LLI groups.

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 provide rigorous, standards-based instruction in all core subjects. Students will be exposed to the intent and rigor of grade-level standards through appropriately scaffolded instruction and research-based instructional practices. Students will be provided with meaningful practice with appropriate tasks that require students to work at the full depth of the grade-level standards. Students will be held to high expectations for achieving mastery of grade-level standards in all core areas and making learning gains in ELA and Math. This area of focus was chosen based on the low percentage of students from all ESSA subgroups showing both proficiency & learning gains.
Measurable Outcome:	By Spring 2022, 45% of students all students including students in Black, Hispanic, SWD and ELL subgroups will score Level 3 or higher on the FSA ELA assessment. By Spring 2022, 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 2022, 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 2022, 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. By Spring 2022, 41% of students including students will score Level 3 or higher on NGSSS Science test.
Monitoring:	The Area of Focus will be monitored through daily walk-throughs from Administration and Instructional Coaches to provide feedback on use of research-based practices, release of work/thinking to students, and quality of instructional tasks. These walk-throughs will be input in a digital platform to identify instructional trends. Administration will monitor mastery of each weekly Focus Standard using formative and summative data that is entered into Performance Matters (our data management system). Instructional coaches will meet with teachers weekly in order to provide support in creating rigorous, standards-based whole group lessons, analyze tasks, and examine student work.
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.
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

1. Staff will create a common mission and vision statement during pre-planning week to align expectations and goals.

2. Staff will be provided with clear expectations for the elements of a properly scaffolded, rigorous lesson aligned to grade-level standards.
3. Weekly data review with teachers to monitor proficiency/mastery of weekly focus standards.
4. Create and utilize a digital form aligned to SIP goals to monitor instructional trends.
5. Daily non-evaluative campus walkthroughs with feedback focused on alignment of task with the depth of the standard and release of intellectual work to students.
6. Tiering teachers based on their knowledge and ability as well as providing appropriate coaching support based on their tiers.
7. Twice weekly PLCs after school to build capacity on designing appropriate Standards-Based tasks that lead to student mastery of grade-level standards

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

1. Weekly PLCs with Instructional Coach to focus on developing deep content and curriculum knowledge, by studying curriculum, planning and practicing lessons and carefully examining student work.
2. Provide PD to build capacity of research-based best practices for standards-based instruction.
3. Provide PD to build capacity on Depth of Knowledge levels and how to plan with those levels in mind.
4. Provide PD to build capacity of scaffolding instruction in order to help all students meet the expectations of grade-level standards.
5. Provide PD to build capacity of using Science Texts in ELA to assist in building background of science concepts and vocabulary.
6. Provide coaching cycles to 3rd-5th grade science teachers to build capacity of rigorous standards-based science lessons and tasks.
7. Daily non-evaluative campus walkthroughs with feedback focused on alignment of task with the depth of the standard and release of intellectual work to students.

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

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Students will receive data-driven, intentional instruction to provide skills students need in order to access learning grade-level standards at their full intent. In order to address this deficiency students will receive additional, intentional supports and teachers will closely monitor progress in order to move to proficiency. Our students with disabilities, L25 students, and students in the Black subgroup are showing insufficient gains in ELA and Math.
Measurable Outcome:	By Spring 2022, 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 2022, 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 2022, 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 2022, 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.
Monitoring:	The Area of Focus will be monitored through daily walk-throughs from Administration, Instructional Coaches, and MTSS team to ensure fidelity of implementation of measures outlined below. During these non-evaluative walk-throughs, feedback will be given on instruction as well as quality of center work students are completing during small group time. Additionally, we will monitor through MTSS meetings held every 6 weeks with the school counselor and LEA.
Person responsible for monitoring outcome:	Craig Hilgenberg (craig.hilgenberg@polk-fl.net)
Evidence-based Strategy:	In order to address the proficiency rate and % of students making learning gains we will focus on creating high-impact, small group instruction utilizing research-based interventions to be used by classroom teachers, ESE inclusion teachers, and the ESOL paraprofessional. We will increase the fidelity and effectiveness of MTSS for students struggling to master grade-level standards.
Rationale for Evidence-based Strategy:	These strategies have been outlined by the What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/PracticeGuide/3) as effective in supporting struggling learners. LLI as a small group resource is recommended from Evidence for ESSA (evidenceforessa.org) for small group instruction. According to the National Reading Panel, systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read. SIPPS provides systematic phonics instruction for K-5.

Action Steps to Implement

1. Administer diagnostic assessments to determine individual needs.
2. Purchase Fountas & Pinnell's LLI intervention kits for 3rd-5th grade to be used during Power Hour as well as with ESE inclusion and ELL support. Provide PD for implementation.
3. Purchase SIPPS phonics intervention for Kg-5 to be used during Power Hour as well as with ESE inclusion
and ELL support. Provide PD for implementation.
4. Pay for 3 paraprofessionals to support Kg-2nd grade in the implementation of SIPPS and LLI groups.
5. Aligning schedules for ESE inclusion teachers and paraprofessionals with Power Hour and instructional blocks to maximize their time.
6. Purchase of Reflex Math to assist students in building basic math skills and fluency. Provide PD for best

practices.

7. Purchase Reading A-Z to provide quality leveled texts for center work. Plan centers during PLCs.

8. Purchase iPads to be utilized on engaging, skill building programs during Center Time.

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

1. Provide professional development on the MTSS process.

2. Meet with all teachers every 6-weeks to review MTSS data and growth with teachers.

Person Responsible   Vanessa Cowans (leneka.cowans@polk-fl.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	An area of focus for ELA instructional practice was added to our SIP due to the low rate of proficiency in grades 3-5 in Language Arts. The current level of proficiency for our students based on Spring 2021 FSA are 29% (3rd), 27% (4th) and 29% (5th) with an overall proficiency rate of 28%. To address this low proficiency rate, we must address several areas of our instructional practice. First, we must ensure a more systematic approach to foundational reading in K-2. Secondly, we must ensure we are providing intentional, systematic intervention for students in 3-5 that are unable to decode, process, and understand grade-level texts. Finally, we must ensure students are receiving high-quality standards-based instruction with appropriate performance practice that allows students to demonstrate mastery of grade-level standards.
Measurable Outcome:	By Spring of 2022, we will increase our levels of proficiency as evidenced by Spring 2022 ELA FSA as follows: 3rd grade: 41 % proficient 4th grade: 41% proficient 5th grade: 41% proficient Overall proficiency: 41%
Monitoring:	The Area of Focus will be monitored through walk-throughs from Administration and Instructional Coaches to provide feedback on use of research-based practices, release of work/thinking to students, and quality of instructional tasks. These walk-throughs will occur 3-5 days a week and will be input in a digital platform to identify instructional trends. Instructional coaches will meet with teachers weekly to provide support in creating rigorous, standards-based whole group lessons, analyze tasks, and examine student work. Additionally, the leadership team will monitor that groups are being pulled and program being used with fidelity.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	To address the proficiency rate, we will create high-impact, small group instruction utilizing Leveled Literacy Intervention Resources from Fountas and Pinnell to fill in skill gaps in reading that are impeding student progress toward ELA proficiency. Additionally, we will focus on designing rigorous, standards- based instruction in ELA, providing appropriate performance practice at the depth of the standard.
Rationale for Evidence-based Strategy:	These strategies have been outlined by the What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/PracticeGuide/3) as effective in supporting struggling learners. LLI as a small group resource is recommended from Evidence for ESSA (evidenceforessa.org) for small group instruction. According to the National Reading Panel, systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read. SIPPS provides systematic phonics instruction for K-5.

Action Steps to Implement

Improve the quality of Small Group Instruction
1. Provide ELA teachers, Inclusion teachers, and instructional paraprofessionals with training in the Leveled Literacy Intervention (LLI) System by Fountas and Pinnell including building capacity around literacy skills needed for each level of literacy development.
2. Align schedules for ESE inclusion teachers, all instructional paraprofessional with Power Hour and small group/centers portion of instructional blocks to enable them to provide LLI support to as many students as possible.
3. Administer diagnostic benchmark assessments to determine individual needs in reading including

instructional levels and skill deficits.
4. Assist teachers in creating and scheduling Leveled Literacy Intervention (LLI) groups.

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

Improve the quality of Small Group Instruction
1. Conduct non-evaluative observations with feedback focused on LLI small group instruction.
2. Monitor fidelity of groups being pulled and program being used with fidelity.

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

Improve rigor of Standards-Based Whole Group Instruction
1. Weekly PLCs with Instructional Coach to focus on developing deep content and curriculum knowledge, by studying curriculum, planning and practicing lessons and carefully examining student work.
2. Provide PD to build capacity of research-based best practices for standards-based instruction.
3. Provide PD to build capacity on Depth of Knowledge levels and how to plan with those levels in mind.
4. Provide PD to build capacity of scaffolding instruction in order to help all students meet the expectations of grade-level standards.
5. Daily non-evaluative campus walkthroughs with feedback focused on alignment of task with the depth of the standard and release of intellectual work to students.
6. Conduct monthly task analysis PLCs with vertical instructional teams to analyze alignment of tasks to standards.

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

Improve rigor of Standards-Based Whole Group Instruction
1. Provide clear expectations for the elements of a properly scaffolded, rigorous lesson aligned to grade-level standards.
2. Conduct weekly data review with teachers to monitor proficiency/mastery of weekly focus standards.
3. Create and utilize a digital form to monitor instructional practice and track trends.
4. Daily non-evaluative campus walkthroughs with feedback focused on alignment of task with the depth of the standard and release of intellectual work to students.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In order to address our discipline data the school counselor and school social worker will be working with teachers to provide weekly, structured Social Emotional Learning lessons through Sanford Harmony. She will also work with the administration and the PBIS committee to monitor office referrals and chronic behaviors through the state Rti-B system. This data will be used to identify and provide supports for students needing Tier 2 and Tier 3 support for behavior.

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.

Our PBIS committee is adjusting our PBIS program based on discipline data, attendance data, and staff survey data collected in May. The committee is created 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 utilizing a "Behavior-Matrix" to assist teachers in problem solving behavioral issues as they arise in their classrooms. PBIS is reintegrating CHAMPS into our school-wide plan. Our Leadership Team will meet weekly with Tier 2 behavior students to conduct check-ins and both academic and behavioral data chats. Teachers will conduct weekly Social Emotional Learning lessons. PBIS will provide training on using the "10x2" strategy for all T2 behavior students. Finally, the committee is working on a school-wide system using Class Dojo to help in providing incentives for behavior and attendance.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration will monitor office referral data, assist with problem-solving, promote PBIS incentives, and participate in MTSS-B meetings.
School Counselor will monitor office referral data, assist with problem-solving, promote PBIS incentives, and participate in MTSS-B meetings, assist in developing Tier 2 & 3 behavior plans, provide resources for SEL lessons, and work with small groups of students on specific social skills.
Teachers will implement the school-wide PBIS plan including CHAMPS, maintain accurate records regarding behavioral incidents, develop relationships with students, communicate frequently and accurately with parents, and participate in MTSS-B problem solving meetings for Tier 2 & 3 students.

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				$7,287.91
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		$7,287.91
			Notes: Supplies - Instructional (copy paper, folders, poster printer paper, envelopes, binders)			

2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$139,390.99
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	644-Computer Hardware Non-Capitalized	0131 - Dixieland Elementary School	UniSIG		$11,820.00
			Notes: 30 iPads 128GB			
	5100	519-Technology-Related Supplies	0131 - Dixieland Elementary School	UniSIG		$2,998.50
			Notes: 30 iPad Cases w/Keyboard			
	5100	519-Technology-Related Supplies	0131 - Dixieland Elementary School	UniSIG		$388.63
			Notes: Technology-Related Supplies (Headphones)			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		$14,430.00
			Notes: SIPPS - Systematic Instructional for Phonological Awareness, Phonics, and Sight Words kits/books			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		$19,253.33
			Notes: LLI - Leveled Literacy Intervention kits			
	5100	510-Supplies	0131 - Dixieland Elementary School	UniSIG		$5,250.00
			Notes: Classroom Libraries and/or Guided Reading Books for 21 Classrooms			
	5100	150-Aides	0131 - Dixieland Elementary School	UniSIG	3.0	$47,700.00
			Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	0131 - Dixieland Elementary School	UniSIG		$5,161.14
			Notes: Retirement - 10.82% - Instructional Personnel			
	5100	220-Social Security	0131 - Dixieland Elementary School	UniSIG		$3,649.05
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0131 - Dixieland Elementary School	UniSIG		$27,864.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	0131 - Dixieland Elementary School	UniSIG		$64.80
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	0131 - Dixieland Elementary School	UniSIG		$90.63
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5900	310-Professional and Technical Services	0131 - Dixieland Elementary School	UniSIG		$720.91
			Notes: LRC Tutoring Contract			

3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$152,071.25