

Polk County Public Schools

Dixieland Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dixieland Elementary School

416 ARIANA ST, Lakeland, FL 33803

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Smith, Elizabeth	Principal	<p>The job duties and responsibilities of the principal are to act as the instructional leader on campus through the following practices:</p> <ul style="list-style-type: none"> -Communication of a common vision for providing standards-based instruction aligned to state expectations and data driven interventions -Set and monitor expectations for instruction, progress monitoring, and conditions for learning -Provide appropriate professional learning opportunities to build capacity in areas that will support School Improvement Goals -Conduct regular classroom walkthroughs/observations providing timely feedback on instructional materials and practices -Participate in weekly professional learning community meetings with instructional staff -Establish structures and routines for sharing and reviewing short and long cycle data to provide timely and appropriate support for teachers and students -Progress monitor implementation of initiatives across campus and provide timely feedback -Conduct weekly leadership team meetings 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 and provide support for teachers as the need arises
Hilgenberg, Craig	Assistant Principal	<p>The job duties and responsibilities of the assistant principal are to be an instructional leader on campus through the following practices:</p> <ul style="list-style-type: none"> -Assist the principal in communicating a common vision of standards-based instruction aligned to state expectations 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

Name	Position Title	Job Duties and Responsibilities
		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.
Cowans, Vanessa	School Counselor	The job duties and responsibilities of the school counselor are to support students and teachers through the following practices: -Maintain accurate records of students requiring additional supports in the area of resiliency education -Provide timely and appropriate instruction to grade levels to help teach students resiliency skills on a consistent schedule -Collect, monitor and provide feedback on regularly updated MTSS documentation
Menzies, Nicholas	Instructional 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 effective, research-based instructional strategies that support standards based instruction. -Build trusting relationships with staff to support the implementation of coaching cycles as identified by administration -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. -Assist with implementation of instructional initiatives as detailed in the School Improvement Plan
Williams, Cheri	Instructional 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 effective, research-based instructional strategies that support standards based instruction. -Build trusting relationships with staff to support the implementation of coaching cycles as identified by administration -Coordinate and conduct coaching cycles and differentiated support for teachers in all grade levels. -Provide regular feedback to teachers participating in coaching cycles, as

Name	Position Title	Job Duties and Responsibilities
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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.
- Assist with implementation of instructional initiatives as detailed in the School Improvement Plan

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Surveys were provided to all stakeholders through our family and community communication platforms. The survey included opportunity to provide feedback on the School Improvement Plan. Additionally, our SIP is reviewed and discussed during each School Advisory Council meeting. Our SAC is composed of Parents, Staff, and Community Members. This feedback is used during the development of the annual SIP along with all other data.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP goals will be monitored for all student learners including those with the greatest achievement gap through progress monitoring to include FAST Assessments PM 1-PM 3 and STAR Assessments. Additionally weekly and unit assessments will be used to track and address short-cycle data. In order to assure action steps are being implemented with fidelity, the leadership team will conduct classroom observations and PLCs. Feedback and support will be provided as necessary. The Leadership Team will meet weekly to review all current data points and compare with SIP goals. SIP goals and action steps will be adjusted in response to data reviewed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Elementary School KG-5</p>

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	22	15	22	16	9	21	0	0	0	105
One or more suspensions	4	1	2	3	3	5	0	0	0	18
Course failure in English Language Arts (ELA)	4	0	2	22	1	16	0	0	0	45
Course failure in Math	3	1	3	24	4	20	0	0	0	55
Level 1 on statewide ELA assessment	0	0	0	20	14	21	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	21	6	28	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	9	7	14	11	20	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	4	7	17	13	30	0	0	0	77

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	1	3	4	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	15	13	11	15	17	0	0	0	89
One or more suspensions	0	3	2	1	2	4	0	0	0	12
Course failure in ELA	0	0	4	24	0	1	0	0	0	29
Course failure in Math	0	1	1	12	0	5	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	22	25	28	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	18	16	22	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	22	25	28	0	0	0	75

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	5	7	26	31	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	19	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	15	13	11	15	17	0	0	0	89
One or more suspensions	0	3	2	1	2	4	0	0	0	12
Course failure in ELA	0	0	4	24	0	1	0	0	0	29
Course failure in Math	0	1	1	12	0	5	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	22	25	28	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	18	16	22	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	22	25	28	0	0	0	75

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	5	7	26	31	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	19	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	45	53	28	47	56	30		
ELA Learning Gains				45			37		
ELA Lowest 25th Percentile				38			50		
Math Achievement*	51	49	59	50	42	50	46		
Math Learning Gains				69			53		
Math Lowest 25th Percentile				63			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	25	41	54	25	49	59	33		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	52	54	59	74			33		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	198
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	2
ELL	40	Yes	1	
AMI				
ASN				
BLK	23	Yes	3	1
HSP	38	Yes	1	
MUL				
PAC				
WHT	48			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	1
ELL	52			
AMI				
ASN				
BLK	34	Yes	2	
HSP	53			
MUL				
PAC				
WHT	53			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			51			25					52
SWD	15			11							3	
ELL	24			41			43				4	52
AMI												
ASN												
BLK	21			39			0				4	
HSP	29			49			39				5	52
MUL												
PAC												
WHT	58			56			29				4	
FRL	33			54			29				5	54

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	28	45	38	50	69	63	25					74
SWD	4	22		19	56		10					
ELL	20	44		50	82	64	27					74
AMI												
ASN												
BLK	20	30	29	31	57	64	6					
HSP	26	50		56	71	64	32					72
MUL												
PAC												
WHT	35	45		59	74							
FRL	28	47	45	45	69	68	23					83

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	30	37	50	46	53	43	33					33
SWD	18	50		29								
ELL	26	55		43	50							33

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	15	11		35	50		11					
HSP	35	57		51	64		56					33
MUL												
PAC												
WHT	37	44		49	47		31					
FRL	22	30	50	38	53		29					30

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	36%	43%	-7%	54%	-18%
04	2023 - Spring	42%	53%	-11%	58%	-16%
03	2023 - Spring	31%	42%	-11%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	51%	-6%	59%	-14%
04	2023 - Spring	81%	56%	25%	61%	20%
05	2023 - Spring	34%	44%	-10%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	39%	-15%	51%	-27%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest data component was Science with a proficiency level of 25%. Factors contributing to this low performance include low reading proficiency. 5th grade had 21 (38%) Level 1 readers. These students struggle with the ability to read the test, understand the vocabulary and comprehend what the questions are asking. Additionally, we had two new teachers to the grade-level that were learning the science curriculum and testing expectations.

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

We did not have a decline in data however Science only increased by 0.5% and Math only increased by 2.5%. The main factor contributing to these small increases was teachers new to the state, grade level and subject matter. In Math, the BEST standards were new to all 3rd-5th grade teachers.

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.

The data components with the greatest gap when compared to the state average were Reading proficiency in grades 3-5 and Math proficiency in grades 3 and 5. The factors contributing to this gap for both reading and math include students have skill deficits that must be remediated, teachers are learning expectations of new benchmarks and assessments, students need more opportunity to work independently on equivalent experience.

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

The data component that showed the most improvement was Reading. Our reading proficiency increased by 9.2% from 28%-37% . This increase was due to systematic identification of struggling readers, data driven- research based intervention, regular progress monitoring using tools at the same rigor as state tests and benchmark aligned instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data Attendance is an area of concern. In each grade level 1/3 or more of the students are missing 10%+ of the school year. Many of these students are also included in Level 1 performance in both Reading and Math.

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

1. Science proficiency
2. Math gains and proficiency
3. Reading proficiency and gains
4. Attendance
5. Increase proficiency for SWD and Black subgroups

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dixieland will provide benchmark aligned instruction in all core subjects including ELA, Math and Science. Students will learn and work to the intent of grade-level benchmarks 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 intent of the grade-level benchmarks. Students will be held to high expectations for achieving mastery of grade-level benchmarks. This area of focus was chosen based on the low percentage of the majority of Dixieland students including students from SWD and Black ESSA subgroups showing both proficiency & learning gains in ELA, Math, and Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By Spring 2024, 42% of students overall including students in Black, Hispanic, SWD and ELL subgroups will score at proficiency or higher on F.A.S.T. By Spring 2024, 50% of students eligible for Learning Gains will demonstrate a Learning Gain on ELA F.A.S.T & 43% of the Lowest 25th Percentile will demonstrate a Learning Gain based on ELA F.A.S.T.

By Spring 2024, 57% of students overall including students in Black, Hispanic, SWD and ELL subgroups will score at proficiency or higher on the Math F.A.S.T assessment. By Spring 2024, 60% of students eligible for Learning Gains will demonstrate a Learning Gain based on Math F.A.S.T. & 50% of the Lowest 25th

Percentile will demonstrate a Learning Gain based on Math F.A.S.T.

By Spring 2024, 41% of students in 5th grade will score at proficiency or higher on Florida Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored using FAST/STAR Progress Monitoring for PM 1 and PM2. Instructional practice to obtain these goals will be monitored weekly 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 walkthroughs will be input in a digital platform to identify instructional trends and alignment to state benchmarks. Administration will monitor mastery of weekly Focus Benchmarks using formative and summative data that is entered into Performance Matters (our data management system). Administration and Instructional coaches will meet with teachers weekly in order to provide support in creating benchmark aligned whole group lessons and tasks that meet the expectations set forth for the BEST standards.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To address the proficiency rate and percentage of students making learning gains we will focus on providing students with benchmark aligned whole group lessons, tasks, and equivalent experiences that meet the expectations set forth for the BEST standards. We will accomplish this by utilizing the Learning Arc during PLCs and collaborative planning. Utilizing this structure will allow us to develop a deep understanding of the BEST standards and ability to analyze appropriate instruction/ tasks to align to state benchmarks.

Additionally, we will use the Qualtrics Walk-Through tool to monitor the instruction that was planned during PLCs. This tool will allow us to measure the alignment of instruction/tasks and monitor trends on campus. The data collected through this tool will be used to provide support and feedback to teachers on their progress toward meeting our Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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, nonevaluative 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).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a common understanding of our instructional expectations and goals during pre-planning week.

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

By When: August 3/2023

Utilize Learning Arc to design instruction during PLCs and Collaborative Planning.

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

By When: Ongoing throughout entirety of 23-24 school year.

Weekly data review with teachers to monitor proficiency/mastery of weekly focus benchmarks.

Person Responsible: Craig Hilgenberg (craig.hilgenberg@polk-fl.net)

By When: Ongoing throughout entirety of 23-24 school year

Utilize Qualtrics Walk-Through Tool to monitor alignment of tasks with the full intent of the benchmarks, release of intellectual work to students, and appropriate equivalent experience. Use this information to guide PLC & collaborative planning discussion/decision making.

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

By When: Ongoing throughout entirety of 23-24 school year

Tiering/ providing coaching support for teachers based on experience and capacity for providing benchmark aligned instruction.

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

By When: September 1, 2023

#2. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students will receive data-driven, intentional interventions to provide skills needed to access learning grade-level benchmarks at their full intent. To address deficiencies, students will receive additional, intentional interventions and teachers will closely monitor progress in order to move to proficiency. This is a critical area of focus in order to address the data deficiencies for our SWD subgroup, Black subgroup, and L25 students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable Outcome by Spring 2024:

ELA Proficiency for all students in all subgroups: 42%

ELA Gains for all students in all subgroups: 50%

ELA Gains for L25: 43%

Math Proficiency for all students in all subgroups: 57%

Math Gains for all students in all subgroups: 60%

Math Gains for L25: 60%

Science Proficiency: 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored using FAST/STAR Progress Monitoring for PM 1 and PM2. Weekly walk-throughs from Administration and Instructional Coaches will be utilized 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 4 weeks with the school counselor.

Person responsible for monitoring outcome:

Craig Hilgenberg (craig.hilgenberg@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Dixieland will utilize Reading Mastery and Corrective Reading to address students with reading deficiencies. In order to address math deficiencies, we will utilize Number Worlds.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reading Mastery, Corrective Reading and Number Worlds are interventions that have been selected as high quality and effective in addressing skill deficits in both Reading and Math.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Screen all student falling below proficient on FAST/STAR PM 3 to place in an appropriate intervention program/group.

Person Responsible: Craig Hilgenberg (craig.hilgenberg@polk-fl.net)

By When: September 1, 2023

Ensure appropriate staff are trained in Reading Mastery, Corrective Reading, and Number Worlds.

Person Responsible: Craig Hilgenberg (craig.hilgenberg@polk-fl.net)

By When: September 1, 2023

Utilize Reading Mastery (K-2) & Corrective Reading (3-5) for all qualifying students during the Intervention Block daily.

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

By When: Ongoing throughout entirety of 23-24 school year

Utilize Number Worlds during last 30 minutes of Math Block daily

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

By When: Ongoing throughout entirety of 23-24 school year

Align schedules for ESE inclusion teachers, Instruction paraprofessionals, and ESOL paraprofessional with Intervention Hour and instructional blocks to maximize the impact of their time on student achievement.

Person Responsible: Craig Hilgenberg (craig.hilgenberg@polk-fl.net)

By When: August 11, 2023

Utilize Reflex Math to assist students in building basic math skills and fluency.

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

By When: Ongoing throughout entirety of 23-24 school year

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Area of Focus will be to increase our average daily attendance rate for each grade level. Our average daily attendance dropped for each grade level in 22-23. Many of the students attending less than 90% of days were also members of our SWD and Black subgroups both groups are lagging in proficiency. Currently 31% of the total population attends school less than 90% of days.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will decrease the number of students attending less than 90% of days by 10% from 31% (105/334) of the total population to 21% (70/334).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this Area of Focus by analyzing attendance data monthly. Students identified as having attendance below 90% will be tracked through the MTSS process.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to achieve our Area of Focus we will work with both the families and the students individually. Our focus for families will be to build capacity around the importance of school attendance as well as strategies to ensure students get to school each day. Teachers will be asked to make phone calls and check in on students when they are frequently absent. The school counselor will work with families to assist in finding any resources the family needs to successfully get their students to school. Families will be asked to attend attendance meetings with admin and Community Liaisons after 10 days absent to create action plans for improving attendance. Additionally, we will provide a mentor for students that have chronic absenteeism. The mentor will check in with the students daily to encourage and support them.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected based on research conducted by Johns Hopkins University. In the article "Present and Accounted for: Improving Student Attendance Through Family and Community Involvement" published in The Journal of Educational Research, strategies with the highest effect size in increasing attendance included, establishing a contact person for families to work with, working with a counselor and truancy officer (Community Liaison), and conducting workshops about the importance of attendance. In "INCREASING STUDENT ATTENDANCE: Strategies From Research and Practice" published by Northwest Regional Educational Library the importance of caring relationships like in mentorships in encouraging elementary students to come to school is stated. The article states, "Perhaps the most important finding in research concerning dropout prevention, attendance, student engagement, and effective small schools is that students are more likely to remain and achieve in schools where people care about them (Benard, 2004; Green, 1998; Steinberg & Allen, 2002; Wimberly, 2002)".

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students with less than 90% average daily attendance in the 22-23 school year and review their average daily attendance monthly.

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

By When: Ongoing throughout entirety of 23-24 school year

Identify students with less than 85% average daily attendance in the 22-23 school year. Provide students with a mentor for daily check-in/check-out.

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

By When: September 1, 2023

Present a workshop to parents building capacity around the importance of daily school attendance.

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

By When: September 5, 2023

Counselor, administration, and Community Liaison meet with families of students once they miss 10 days of school within a semester.

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

By When: Ongoing through entirety of 23-24 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to ensure resources are allocated based on needs, our district utilizes several process including Title 1 Comprehensive Needs Assessment, District District Data Com, School Improvement Plan Meetings, the P.U.R.E process and regional SIP reviews. These processes include comprehensive review of school wide data and needs as evidenced by that data. Additionally, the PURE process vets all materials to ensure they meet the needs of students in our schools.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional Practice related to Reading/ELA is an Area of Focus for Dixieland based on the rate of proficiency below 50% in Kg-2nd grades. Proficiency was measured using STAR Reading. The overall proficiency rate is 41%. The current proficiency rate for each of those grade levels is 35% (Kindergarten), 43% (1st grade) and 45% (2nd grade). Lack of Reading/ELA proficiency will make progressing successfully incredibly difficult. Students need a strong foundation in reading and writing skills to obtain and process knowledge necessary to be a successful student.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional Practice related to Reading/ELA is an Area of Focus for Dixieland based on the rate of proficiency below 50% in 3rd-5th grade. Proficiency was measured using FAST ELA data for grades 3-5. The overall proficiency was 37% proficiency. The current proficiency rate for each of those grade levels is 31% (3rd grade), 42% (4th grade) and 36% (5th grade). Lack of Reading/ELA proficiency in these grade levels will make progressing successfully incredibly difficult. Students need a strong foundation in reading and writing skills to obtain and process knowledge necessary to be a successful student.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By Spring 2023, 50% of students in Kindergarten-2nd grade will fall within the proficient range on STAR Reading/Early Lit. This goal was chosen to meet the 50% of all students as required by RAISE. This measurable outcome was chosen to ensure students are prepared to be successful on FAST ELA in 3rd grade and beyond.

Grades 3-5 Measurable Outcomes

By Spring of 2024, we intend to increase proficiency in grades 3-5 as follows:

3rd Grade: increase from 45%-54% proficient

4th Grade: 31%-40% proficient

5th Grade: 42%-51% proficient

These measurable outcomes were chosen by increasing the cohorts Spring 2023 proficiency by 9%. 9% was chosen due to the fact that we increased overall proficiency by 9% in 22-23 school year.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 4 days a week and will be input in a digital platform to identify instructional trends. Administration and Instructional coaches will meet with teachers weekly to provide support in creating benchmark aligned whole group lessons and tasks to ensure they meet state expectations for the benchmarks. Additionally, the leadership team will monitor that groups are being pulled and programs being used with fidelity by collecting weekly attendance as well as formative and summative data. Data will be collected through Performance Matters our district data management system.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smith, Elizabeth, elizabeth.smith01@polk-fl.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

To address the proficiency rate, we will address the deficits using 2 layers of support for both gaps in foundational literacy skills as well as lack of appropriate grade-level instruction and tasks. First, we will create high-impact, small group instruction utilizing Reading Mastery (K-2) and Corrective Reading (3-5). Groups will be determined through diagnostic assessments. For students who do not qualify for Reading Mastery or Corrective Reading, we will provide additional foundational support using Leveled Literacy Intervention (LLI) 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 benchmark-aligned

instruction in ELA, providing appropriate equivalent experiences that will empower students to be successful on statewide progress monitoring. We will accomplish this piece using the Learning Arc to create a deep understanding for the state benchmarks at each grade-level. We will then use this understanding to design aligned instruction and instructional tasks/practice and assessments.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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. Utilizing Learning Arc to ensure state benchmark aligned instruction and instructional tasks was chosen as an Evidence-based Practice/Program based on The New Teacher Project's Publication, The Opportunity Myth stating that students who start the year substantially behind can gain 7.3 months of growth by providing assignments that are aligned to grade-level standards and expectations.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Targeted Intervention utilizing Reading Mastery, Corrective Reading & Leveled Literacy Intervention (LLI) Resources from Fountas and Pinnell.	Smith, Elizabeth, elizabeth.smith01@polk-fl.net
Literacy Leadership- The Literacy Leadership Team (LLT) consisting of the principal, assistant principal, and literacy coach will create a schedule for when Reading Mastery (RM), Corrective Reading (CR) and LLI will take place in each grade level. The LLT will also create schedules for Inclusion Teachers and Instructional Paraeducators to prioritize RM, CR & LLI groups in their schedules. Finally, the LLT will create a plan collecting weekly data and monitor the progress of the RM, CR & LLI groups.	Smith, Elizabeth, elizabeth.smith01@polk-fl.net
Literacy Coaching and Professional Learning- Provide ELA teachers, Inclusion teachers, and instructional paraprofessionals with training and continuing professional development in CR/LLI building capacity around literacy skills needed for each level of literacy development.	Williams, Cheri , cheris.williams@polk-fl.net
Assessment- Diagnostic benchmark assessments will be administered to determine individual needs in reading including instructional levels and skill deficits. RM and CR have built in assessments used to make instructional decisions throughout the program. Additionally, Running Records are administered every 4 lessons for LLI.	Williams, Cheri , cheris.williams@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

We utilize three methods for dissemination of the SIP and SWP information. We share this information during our Title One Annual Meeting held in September, we share this information at every SAC meeting and we share this information on our website, <https://dixieland.polkschoolsfl.com/> .

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school plans to build positive relationships with families and community stakeholders using a variety of approaches. In order to provide specific information regarding the SIP, student assessments, student achievement and school specific information we hold a total of 3 parent nights annually including Title One Annual Meeting and two parent nights that focus on building capacity for parents to support their

students. Additionally we utilize our social media accounts to not only keep families and community stakeholders apprised of what is happening at Dixieland each week we also invite families and the community to participate in SAC where we share this information as well. To keep families informed on student specific information we utilize a weekly communication folder as well as parent conferences. During our parent conferences we review ways our families can be involved with their student's education and our school. Finally, to encourage family and community involvement we provide survey's annually to obtain feedback on our schoolwide programs and parent involvement activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school plans to strengthen the academic program using several methods. To begin, to strengthen instructional practice on our campus, we will participate in weekly collaborative planning with teachers to review data and weekly benchmarks. We will use the data to ensure students are reaching proficiency or receiving appropriate interventions to move them toward proficiency. We will use the benchmark review to ensure students are providing with benchmark-aligned learning activities and equivalent experiences. Another strategy we will employ to strengthen our academic program is the utilization of instructional coaches to support teachers to grow their practice and create high-quality lessons to ensure all students are receiving high-quality instruction. Finally, we will be to hold monthly MTSS meetings to track the academic, behavioral, and attendance progress of students falling in Tier 2 or Tier 3 in these areas. During these meetings data and interventions will be reviewed to ensure growth.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In order to ensure resources are allocated based on needs, we utilize several process including Title 1 Comprehensive Needs Assessment, District District Data Com, School Improvement Plan Meetings, and regional SIP reviews. These processes include comprehensive review of school wide data. Through these processes we identify needs as evidenced by that data. We use this information to strategize ways to remove barriers and improve the academic experience of our students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school utilizes our school counselor, social worker and mental health facilitator to provide individual and small group support in resiliency skills. One of the group approaches used by our team is the Drum Beat program that Our team works with families to provide support utilizing resources from the Sweet Center, United Way, and local agencies.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school utilizes MTSS to address chronic behavior issues. Students are provided with interventions including individual and small group instruction on resiliency skills, referrals to the mental health facilitator, and individual behavior plans and incentives. Data is collected and monitored monthly. Adjustments are made as necessary based on the data.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in collaborative planning and PLCs weekly. The focus of these activities is to ensure benchmark aligned instruction and tasks that mirror the complexity required by the benchmarks and state assessments. Additionally these activities are used to review and problem solve data to ensure progress toward school-wide goals.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school has two VPK units to assist with transitioning students from early childhood education to elementary school programs. Additionally, we provide information and assistance in registration to our incoming Kindergarten students to the district Kindergarten Readiness Camp each summer.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes