

Duval County Public Schools

Southside Estates Elementary School



2015-16 School Improvement Plan

Southside Estates Elementary School

9775 IVEY RD, Jacksonville, FL 32246

<http://www.duvalschools.org/ssee>

School Demographics

| | | |
|--------------------|-------------------------------|--|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 65% |

| | | |
|-------------------------------|-----------------------|--|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 61% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | B* | A | D | C |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MISSION:

At Southside Estates Elementary we empower students and teachers to create a positive community where all stakeholders are involved in and held accountable for the quality education of every student as it impacts their lives academically and socially.

Provide the school's vision statement

VISION:

The vision of Southside Estates Elementary School is to equip students with the necessary skills to become high achieving life long learners, productive community members and responsible citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The faculty and staff are fortunate to have eleven (11) ethnicities represented among our student population. The teachers and students build relationships through sharing information about their values, customs and traditions. Parent information is sent home in English and Spanish. We will implement a Multicultural Day, which will include, each grade level representing a continent, and the various classrooms will select a country to feature during that day. We will host ESOL Parent Information monthly meetings, to discuss resources available to support language barriers that may exist and to enhance communication with home and school. We also are able to glean key student information by including the TNTP Data and Gallup results from the previous school year. The results are analyzed by the Core Leadership Team and shared with all stakeholders. Teachers build relationships with students through school clubs and extracurricular activities such as; STEAM, Art and Music Enrichment Clubs, and Girl Scout troops.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Southside Estates creates an environment that is safe by adhering to the safety guidelines in our Duval County Public School Safety Manual. Our learning environment is maintained and instructional time is maximized by all teachers implementing positive behavior plans in all classrooms. With established rules, rituals and routines and best practices, these systems are in place to promote order and safety on a daily basis. We have a full time security guard who canvases our campus checking to make sure our campus is secured throughout the school day. All classes maintain our school-wide discipline plan, rituals and routines are modeled and practiced by all stakeholders. Additionally, students are taught procedures for Code Red, fire drills, and reporting bullying incidents to increase student's awareness for safety. Guidance Counselor provides lessons utilizing Learning for Life, teaching students about character traits and respecting others.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPs is our school-wide behavior system that is consistently used daily. Each classroom teacher is trained to use this behavioral system effectively to ensure all students understand and follow our school expectations. Each grade level has a system in place for rewards and consequences for students who meet the expectations in the classroom, or during resource activities. Discipline assemblies are conducted to ensure all students know what is expected of them in August and January.

We hold monthly recognition activities for our Most Valuable Player's - students (one per class), teachers and staff for excellence in teamwork, team spirit, attendance and for their role as aspiring leaders. Names and pictures are showcased on a bulletin board in our foyer for all to see. A breakfast for students is given in their honor each month, and faculty and staff are celebrated during monthly faculty meetings. The recipients receive acknowledgement in our monthly newsletter, a trophy, a gift card and a certificate.

The Administration has set up a school store in which students are able to shop for prizes with "Eagle Bucks"

they can earn from any faculty or staff member in the building. These shopping opportunities are conducted for

each classroom twice a month and a schedule has been created for all to follow. Dojo Class tracking is also used in some intermediate classes to record and reward good behavior,

The Duval County Student Code of Conduct and Positive Behavior Intervention System (PBIS) Plan are used in order to balance disciplinary actions, positive reinforcement and interventions. The expectations for implementation were explained during Pre-planning training for all teachers. Student misconduct is first handled by the teacher and the grade level team, with the support of the Resource Teacher Team. Referrals to the School Counselor are utilized in an effort to focus more on the positive behavior support systems, like peer mediation and consequences such as In-school suspensions (ISSP) and Out of School Suspensions (OSSP) are utilized following the guidelines according to the Duval County Student Code of Conduct.

Foundations training is conducted with faculty, staff and team members, which consists of a grade level representative, will discuss the discipline report based on the common areas, the discipline and positive referral report is posted, and a copy will be given to teachers during our monthly faculty meetings.

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

Students and families are referred to Sandalwood Full Service School for additional resources to assist with their immediate needs. School Counselor provides lessons using character traits of the month within the classrooms and activities are introduced on our morning news show.

Grade level lessons are taught by counselor to increase social skills and development. One-on-one counseling is administered to Kindergarten students who have never been in school before, as well as small group instruction for grades PK-5.

FT School Counselor

Girls on the Run

Second Step

Moving on to your future for 5th grade

Full Service Parents Programs

MTSS

RtI

CEP School

Safety First

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Teachers have various data platforms available to access data points on state and district assessments for their students. The programs available are Performance Matters, FOCUS, Achieve3000, and i-Ready Reading and Math. Teachers monitor their own student data, participate in data chats with coaches and administration during common planning and hold data chats with students after data has been collected.

We have both Reading and Math Instructional Coaches, and a Reading Interventionist who will provide support and professional development to teachers, along with interventions for struggling students in both reading and math.

SEE's Extended Day Program offers homework assistance and technology access for students in the PM program by allowing them to utilize our computer lab to build fluency using I-Ready reading and math.

Each grading period, classroom teachers will be given a TDE to meet with parents for data chats and to express concerns and/or clarify any issues. This allows the teacher and parent to collaborate useful strategies to be used at home and to keep parents informed of their child's academic success. Our school counselor targets students that have 20 or more absences from the previous year and 5 or more absences in a 30 day calendar period. This includes: daily check-ins, weekly incentives, monthly

incentives, and quarterly incentives for consistent attendance. We also have an attendance intervention team that meets once a month or when needed and maintains ongoing communication with parents, to establish a plan of action to improve getting to school on time and improve attendance.

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 2 | 0 | 0 | 3 | 1 | 3 | 9 |
| Course failure in ELA or Math | 7 | 2 | 11 | 34 | 2 | 3 | 59 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 63 | 24 | 19 | 106 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | Total |
|--|-------------|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | |
| Students exhibiting two or more indicators | 3 | 1 | 4 | 2 | 1 | 11 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Tardiness and attendance were two of the main indicators we dealt with last year, which served as a barrier in improving academic performance of students. Slight improvement was noted after monthly attendance meetings were held and contracts were signed by parents. After being identified through Rtl, students were placed into small groups, incentives were given during the day by our office staff and assistant principal. Tutors and the reading interventionist pushed into classrooms during the day to work with our bottom 33rd%tile and bubble students to improve student performance.

Strategic use of the Reading Interventionist for struggling students in grades 4 and 5 using the most

current data and teacher referral will provide additional scaffolding that is individualized. The Reading Interventionist will meet regularly with the identified students in small groups using both the push-in and pull-out models. The Reading Interventionist will utilize the Barton Reading and Spelling System per the district as well as Duval Reading materials in collaboration with classroom teachers. The Reading and Math Instructional Coaches will provide data-driven support to teachers in the form of Common Planning, and Early Dismissal trainings connected to student performance data results. The Reading Coach will pull out small student groups in grade 3 to assist with academic success of students identified as Tier 2.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185967>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In the past, building and sustaining partnerships with local businesses have been difficult. In an effort to receive support and resources from our community, business letters and word-of-mouth advertising by parents, faculty, and staff have been employed. This year, we have forged partnerships with two Faith Based Partners, Regency Church and Life at the River International Ministries to support the needs of the whole child.

In recognizing our business partners, we invite them to our school to acknowledge their contributions to our school's success and student achievement.

We have a parent resource center within our media center where parents may come and check out games, books as well as how-to instructions for various reading and math activities to assist them at home.

A computer is available from 8:00 to 3:30 for parents who are without technology in the home. Parents are given the opportunity to participate in our parent night activities and make and take nights, receiving information regarding their child's curriculum to support them with class assignments. Community partners are invited to share in our monthly PTA and SAC meetings.

Parents have access to the Parent Portal. Information to our ELL parents is translated into Spanish to ensure that the primary ethnic groups at the school are able to understand all information disseminated.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

| Name | Title |
|-----------------------|---------------------|
| Washington, Anastasia | Principal |
| Dowdell-Brown, Teresa | Assistant Principal |
| Pedro, Denise | Instructional Coach |
| McFerin, Allison | Other |
| Tarabishi, Alethea | Instructional Coach |
| Mesnick, Cassandra | Guidance Counselor |
| Mercer, Erin | Instructional Coach |

Duties

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

The school leadership team guides the faculty in reviewing data, with input from instructional teams. School goals and intervention plans are modified to reflect assessment data and meeting student needs.

Anastasia M. Washington - Principal: Oversees all aspects of MTSS, delegates responsibilities and ensures that all staff are implementing MTSS. Communicates with School Advisory Council (SAC) regarding the MTSS process. In conjunction with regular collaboration and debriefs with Instructional Coaches and Interventionist, shares pertinent information with faculty and staff, directs and approves all professional development to ensure that it is aligned with the district mandates, state requirements, federal policies and procedures, and the needs of teachers to meet the needs of children. All final decisions on hiring and ways of work are part of her responsibility. Maintaining a culture and climate that is safe for employees and children, participating in the Shared Decision process as a voting member of the shared Decision Committee, and monitoring instruction with fidelity are her main areas of focus.

Teresa Dodwell-Brown - Principal designee, updates and provides data to faculty, primary responsibility is to support the work of the Principal and to follow through on duties assigned to her as she learns the many facets of leadership. Responsible for professional development, technology, testing, public relations, campus security, cafeteria, and events. Monitors safety nets and MTSS programs. Oversees text books, SIP, Title I, PTA, Math and Science. Participates in SAC and PTA.

Cassandra Mesnick- School Counselor: New to the position as a first year Counselor. Responsible for setting schedules and facilitates all MRT meetings, implements behavior and social elements of student performance. Ensures that all team members and parents are invited to meetings. Leads the meeting discussions and provides input with regards to appropriate interventions. Records notes for all meetings and maintains MT log which includes all students in tiers 2 and 3. Completes observations of students in tier 2 and tier 3. Trains staff and parents on MT, documentation, and progress monitoring. Assists in developing ESOL intervention plans K-5. Denise Pedro - Reading Coach - Plans interventions in reading and assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in Grade 3 with small groups or one-on-one.

Alethea Tarabishi - Math Coach - Plans interventions in math and assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students learning ability in Grade 2-5 with small groups or one-on-one.

Erin Mercer - Math Coach - Plans interventions in math and assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students learning ability in Grade K- 3 with small groups or one-on-one.

Allison McFerin - Reading Interventionist, participates in MT meetings as needed. Collaborates with Reading Coach and ELA teachers in developing and implementing intervention plans for Grades 4 and 5. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one. School Based Leadership Team - Jasmin Ezelle and Teresa Braddy - General Ed. Primary Teacher Representatives, Michelle McGruder and Jaimie O'Brien - General Ed. Intermediate Teacher Representatives

Richard Howard - ESE Teacher Representative - The school based leadership team will meet to discuss the progress of students. As needed, the team will develop new strategies and interventions to meet the needs of our students. This in turn will be incorporated into the SIP. Data driven instruction will be a consistent way of work that will drive Data Chats with teachers, leading to teacher-student data chats.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Review progress monitoring data at specific grade levels to identify students who are meeting and or exceeding benchmarks at moderate or high risk for not meeting benchmarks.

The leadership team will bring behavior intervention plans and other documents dealing with classroom behaviors. We will gather documents and analyze, interpret and implement interventions, materials and research-based strategies for identified students. Teachers analyze data from class and district during collaborative planning meetings. Struggling students are identified and interventions are designed and put into practice.

Continuously struggling students are referred to the MRT Team to collaborate on research based next steps. New technology will be disseminated to schools through Phase II of QZAB as it will be used to increase instructional strategies enhancing math and literacy skills for struggling students. The district purchased software to integrate with instruction, i-Ready and Achieve 3000 for classroom usage. Professional development training was provided for teachers and administrators during the summer as well as throughout the year for these programs. Progress monitoring meetings will be held every 4 weeks to evaluate data, continue interventions, suggest new interventions, and/or refer to MRT for additional testing.

Every student attending Southside Estates Elementary has the option of eating breakfast and lunch at no cost to the parent. Our students in 3rd- 5th eat in the cafeteria in order for instruction to begin at 8:30 a.m. PK-2 eat breakfast in the classroom from 8:30 - 8:45. We allow our bus students to eat upon arrival on campus if they arrive late to school. Our cafeteria remains open until 8:45 each day to ensure all students who desire a meal will be afforded the opportunity to eat.

SAI funds will be used to retain the services of part time tutors to assist level one and two students in grades 4-5. The part time tutor will work with children in small groups. This part time teacher/tutor will also work with students who have been identified as Tier I and Tier II students through the RtI process. It is our aim this year to help our teacher/tutors identify and focus on individuals in 3rd and 4th grades. After school tutoring will focus on students who are not meeting grade level standards or objectives in grades 3 – 5. These children will be selected based on i-Ready, Achieve 3000 and DAR data collected by classroom teachers. Data is used to determine the specific needs of students.

Based on the data, students can be served in small groups or individually.

CHAMPS is implemented in every classroom throughout Southside Estates. Teachers attend Foundation Team meetings, in which they discuss and evaluate how to effectively implement all facets of this program with fidelity. They decide on resolutions for targeted common areas around the school i.e. cafeteria, gang bathrooms and playground areas where bullying has been a major concern.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Anastasia M. Washington | Principal |
| Sandra Johnson | Business/Community |
| Margaret Dempsey | Business/Community |
| Ann Delegal | Business/Community |
| Diane Cox | Education Support Employee |
| Nora Kelso | Teacher |
| Paul Schaffner | Business/Community |
| Loren Mickey | Parent |
| Erica Camacho | Parent |
| Nellie Zirlott | Parent |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members reviewed all goals, barriers and data for the school. Monthly meetings were held and funds were provided to supplement supplies needed in the classroom. SAC members serve as a communicator between school, parents, students and the community on budget, programs and safety of the school.

Development of this school improvement plan

The School Advisory Council is an active organization which plays an intricate role in the success of Southside Estates Elementary School. The members of this organization provide parents, community members, faculty, staff and students an opportunity to participate in the development of the educational priorities, needs and local resources. The committee met to review and discuss the school improvement plan and to provide input in the evaluation of Southside Estate's school improvement plan.

Preparation of the school's annual budget and plan

Funding has not been allocated for the 2015-16 school year. A needs assessment will be presented to the SAC committee and the committee will vote on how funds will be disseminated according to priority needs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Improvement funds will be used to help with hiring tutors for our bottom quartile students, incentives, and parent involvement activities. We will determine and vote upon said use of funds after the district informs us of the amount we will receive this school year. School Advisory Council will be asked to assist in maintaining and funding our "Eagle Store" to reward students for excellent behavior or significant improvement in interacting with peers, time on task, and respecting adults. Students will have to earn points to shop in the store.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|-----------------------|---------------------|
| Washington, Anastasia | Principal |
| McFerin, Allison | Other |
| Pedro, Denise | Instructional Coach |
| Dowdell-Brown, Teresa | Assistant Principal |
| Campbell, Marie | Teacher, PreK |
| Braddy, Teresa | Teacher, K-12 |
| Bibb, Kendra | Teacher, K-12 |
| Pensabene, Jill | Instructional Coach |
| Howard, Richard | Teacher, ESE |

Duties

Describe how the LLT promotes literacy within the school

For the 2015 - 2016 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. Our major initiatives will be to maintain and/or increase levels of proficiency in reading, math, and science in all content areas. All teachers will be trained and monitored on effective Tier 1 and 2 Core Instructional Practices that match the rigor of Language Arts Florida Standards (LAFS) and 2.0 content expectations. To support the process, all teachers will attend and actively participate in weekly grade level PLCs, collaborative planning time with the reading coach and administration as needed, and early dismissal trainings. This year our focus will be for Tier 2 instruction to be consistent, rigorous, and explicit across content areas so that students are responding to instruction aligned to the content standards of the school and district reading / language arts values using text complexity, text dependent questions and close reading strategies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The faculty and staff of Southside Estates participates in protocols to encourage positive working relationships. Teachers work together during collaborative planning during their resource times each week with the reading coach and interventionist, math coach and administration to analyze student work and district assessments to increase student achievement. Professional Development Facilitator (PDF) support for MINT Teachers, new to teaching or to the District and collaboration with other schools.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Southside Estates works closely with the local colleges and universities to recruit interns and teachers as we follow the district recruiting guidelines. Southside Estates provides support and retention to our staff by providing team interviews, attend district teacher fairs, administrative teams collaborate and discuss

strengths of each team, to find the right candidate to meet the needs within our building.
On-site Professional Development – Reading and Math Coaches along with classroom teacher leaders are assigned subject content areas to facilitate trainings and provide leadership and training to staff.
Professional Learning Communities – Committees are formed at the beginning of the year specific to every content area. PLC's meet regularly to determine areas of focus based on assessment data (district, state and curriculum based)
CET trained teachers will attend monthly meetings and use effective strategies learned with mentees.
Professional Development Facilitator (PDF) and district assigned Cadre will provide monthly meetings and on-going support to service MINT participants and mentors.
Mentors will meet regularly with teachers who have less than three years experience and new to the district.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Novice teachers are welcomed during a new teacher orientation, prior to the opening of school, they are assigned mentors, tour the school, visit their classrooms and meet with the leadership team.
Experienced teachers are paired based upon their content area to meet biweekly with mentees for guidance and to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP).
The CET mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
PDF/novice teacher meetings are held monthly. In addition to providing guidance on school routines, the mentor teacher provides support in curriculum, classroom management and other areas as determined by the MINT program. District workshops are provided monthly to support the novice teacher and their success as an educator.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Curriculum Guides provided by the district help ensure alignment with the Florida Standards. Item specs are used when planning lessons, as each assessment should align to the expectation of the standards. Weekly teachers participate in common planning with the instructional coaches and at times administration to unpack standards and plan for instruction.
Frequent walk-throughs and observations by administration with documented input and next steps.
Administration regularly recommends coaches to assist teachers to implement the next steps.
Materials are provided with the district curriculum and/or purchased by our school. To ensure these materials are aligned with Florida's standards, we refer to the LAFS and MAFS and its associated curriculum, as well as consulting with district specialists and executive directors. Math story problems and extended student responses are utilized in order to integrate the reading and writing components into the math instruction. Science content is extended through the use of aligned Achieve3000 articles that help support the current topics being taught in the science classroom.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Leadership Team meets to discuss and assess the implementation of the RtI process and to discuss strategies for specific students. Individual student data, classroom data and school-wide data are collected and reviewed to target and identify remediation and next steps. Teachers are utilizing district approved forms such as the EQUIP protocol, lesson/center plan templates, etc. in order to track student progress, analyze the rigor of student work, and ensure that lessons are focused on the Four Pillars of Instruction, Rigor, Engagement, Student Understanding and Ownership. Center rotations are differentiated in the classroom to provide additional support to students not meeting proficiency levels on district and state assessments. As data is collected, assessment results are used to group low performing students and enrich proficient and high performing students. Administrators, coaches, interventionists, and teachers regularly consult data and anecdotal notes to determine the latest academic needs. Using Performance Matters, we see data from multiple sources i.e. i-Ready, Achieve 3000. District assessments, and state standardized tests. Teachers also use informal assessment data such as anecdotal notes. All data sources are used to guide instruction to meet the needs of students. With this information, teachers work with coaches, interventionists and ESE specialists to create small groups, specific needs centers, push-in classroom support, pull-out groups, differentiated instruction, and extra computer time before school starts. Progress Monitoring Plans (PMPs) are created for students that are performing below grade level expectations.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Select students will attend after school tutoring in core content and enrichment areas.

Strategy Rationale

To provide interventions for Tier 2 and Tier 3 students who are performing below grade level in reading and math. The computer programs used allow regular data and monitor change and growth over periods of time.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dowdell-Brown, Teresa, dowdell-bt@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collected will be i-Ready data, Curriculum Assessments and the FSA.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Local preschools will have the opportunity to tour Southside Estates Elementary in the spring of 2016. This tour would include participating in a classroom activity and becoming familiar with Kindergarten

rituals and routines. This will help orient students and parents to our school and will assist with recruitment of potential students. Additionally, as parents register their students, they are given an information packet with activities to complete. Kindergarten Orientation is held for parents and children during pre-planning. At this time, parents have the opportunity to ask questions to best prepare their student for Kindergarten. FLKRS and DAR assessments will be utilized for determining readiness. Based upon the data collection, teachers will analyze the results and plan for differentiated small group instruction. Students currently enrolled in our VPK classes will transition into our Kindergarten classes in the upcoming year. Provide support through school counselor for students having difficulty adjusting to new environment. Ensure that families know what a school day looks like: daily schedule, lessons, meals, resources. Communicate expectations for behavior and home learning to parents in order to foster a working relationship between school and home. Our fifth grade students have the opportunity during the month of May to visit their district assigned middle school. The students are given a tour and they have a question and answer session with school personnel, including resource teachers to help acclimate them to middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers utilize data effectively in all content areas, in grades K-5 to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase.
- G2.** If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all teachers utilize data effectively in all content areas, in grades K-5 to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase. 1a

G071786

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 50.0 |
| ELA Achievement District Assessment | 50.0 |
| Math Achievement District Assessment | 50.0 |

Resources Available to Support the Goal 2

- Analysis of i-Ready, Achieve 3000 and DAR Assessments
- Differentiated Center Rotations to help monitor student work and next steps.
- Reading and Math Coaches, and Reading Interventionist will support teacher needs through classroom walk-through feedback and professional development
- Technology-based resources such as i-Ready, Blended Learning and Achieve 3000.
- Florida Language Arts and Florida Math Standards and Item Specs
- District Science PLC's for 5th grade Science teacher
- Math and Reading manipulatives that are part of the Core Series
- Monthly Parent Night activities to engage and enhance parents understanding of instructional expectations for core academics

Targeted Barriers to Achieving the Goal 3

- Teachers lack of confidence in analyzing and implementing data for instructional delivery
- Lack of Science instruction and content knowledge in grades K-4, causes a learning deficiency in grade 5 Science.
- Students performing below grade level at the beginning of year, which include multi-year retained students (2 or more years overage)
- New curriculum and resources unfamiliar to all teachers

Plan to Monitor Progress Toward G1. 8

i-Ready and Achieve3000 Reports and student performance on i-Ready and Achieve3000, performance task assessments, district mid-year assessments.

Person Responsible

Erin Mercer

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(every 6 weeks)

Plan to Monitor Progress Toward G1. 8

iReady Performance and Lesson Implementation

Person Responsible

Erin Mercer

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Classroom Walk-through form, data from I-Ready and an increase in student performance on Progress Monitoring and Diagnostic Assessments.

Plan to Monitor Progress Toward G1. 8

Increased performance on I Ready and Achieve3000 Assessments

Person Responsible

Denise Pedro

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Anecdotal Notes and student data from I-Ready Acheive 3000

G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement. 1a

G071787

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 70.0 |
| Math Achievement District Assessment | 70.0 |

Resources Available to Support the Goal 2

- Administration Instructional Coaches in reading and math District Specialist in reading and math I-Ready Diagnostic Performance Matters Common planning time in grade level alternating weeks with coach Title 1, ELL support Monthly ESOL parent meetings Extended Math time to include center rotations and Tier 2 and 3 interventions Monthly parent engagement nights
- Classroom teachers will follow the core curriculum Duval Reads and Duval Math using curriculum guides to help pace and implement instruction
- Instructional Coaches will support classroom teachers through walkthroughs, modeling and co-teaching and debriefing noticings

Targeted Barriers to Achieving the Goal 3

- Students' poor attendance affects student success.
- An increased population in non-English speakers.

Plan to Monitor Progress Toward G2. 8

Increased student engagement; positive referrals data, school store participation by class

Person Responsible

Anastasia Washington

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Collection of monthly eagle bucks per class, positive referral data, notes from classroom walk-throughs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers utilize data effectively in all content areas, in grades K-5 to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase. **1**

 G071786

G1.B1 Teachers lack of confidence in analyzing and implementing data for instructional delivery **2**

 B187140

G1.B1.S1 Teachers will utilize center activities to use data to drive instructional delivery. **4**

 S198591

Strategy Rationale

Analyzing student data will help meet student's diverse needs in the classroom.

Action Step 1 **5**

Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction

Person Responsible

Anastasia Washington

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, agenda, exit tickets, lesson plans

Action Step 2 5

Provide weekly professional development on new instructional strategies and student math strategies to be used in Duval Math Core Lessons

Person Responsible

Erin Mercer

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Common Planning Agenda, Interactive Journal, student work and exit slips

Action Step 3 5

Reading Interventionist will work with small groups of 4th/5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level.

Person Responsible

Allison McFerin

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency, Achieve 3000 Level Set data

Action Step 4 5

5th Grade Science Teacher will receive professional development on analyzing data to develop and implement FCIM Calendar and lessons.

Person Responsible

Teresa Dowdell-Brown

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

FCIM Calendar, Student Work, Lesson Plans, and Common Planning Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Achieve 3000 and iReady usage data for Students and Teachers KG-5th

Person Responsible

Anastasia Washington

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Logs/Reports by class will determine how often students are accessing the labs and classroom computers. Usage by the students, KG-5th grade, number of completed activities for iReady or Achieve 3000 at 70% or better, resulting student growth, and next steps for instruction (i.e. differentiation during center rotation, small groups, re-teach, etc.)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data Chats and weekly classroom walk-throughs with feedback to monitor the effectiveness of instructional delivery and professional development

Person Responsible

Teresa Dowdell-Brown

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom walk-through logs, student work and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data Chats with the Reading Interventionist and Reading Coach

Person Responsible

Anastasia Washington

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data collected by interventionist and coach, I-Ready, Achieve 3000 and DAR scores, Weekly attendance records, PMP data, Mid-year Progress Reports, Report Cards, Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review Focus Calendar, Lesson Plans and student assessments to monitor the effectiveness of Science instruction in 5th Grade Class

Person Responsible

Teresa Dowdell-Brown

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teacher-made assessments, Performance tasks, Interactive Journals, FCIM, Focus calendar lesson plans and assessments, Classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor students performance on i Ready Progress Monitoring and student's success on passing lessons at 70% or higher

Person Responsible

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(6 weeks)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrator and school based coaches will conduct focus walks to determine the effectiveness of the instructional delivery and to plan for differentiated professional development based on teacher needs

Person Responsible

Erin Mercer

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Notes from classroom walk-throughs, lesson plans and exit slips from professional development

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Achieve 3000 Level Set and performance on Achieve3000 lessons/activities

Person Responsible

Anastasia Washington

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-through forms and Formal/Informal CAST observations will provide a guideline and focus for noting full implementation of differentiated center rotations and small group instruction. Lesson plans will also be monitored to check for planning of instruction/rotations based on student data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student performance on performance assessments and FCIM Assessments

Person Responsible

Teresa Dowdell-Brown

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom Walk-through Forms, Lesson Plans, Teacher feedback from Common planning and student Interactive Journals.

G1.B1.S2 Professional development time dedicated to disaggregating data in planning for instruction. 4

 S198592

Strategy Rationale

Professional development time will show teachers the importance of using data to drive instruction.

Action Step 1 5

Coaches will lead trainings with all teachers on data analysis.

Person Responsible

Teresa Dowdell-Brown

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Feedback on lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will attend all trainings and monitor classroom use of current data.

Person Responsible

Anastasia Washington

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Feedback on lesson plans reflecting differentiation in centers, agenda and sign-in sheets from trainings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Regularly review lesson plans for differentiation during centers

Person Responsible

Anastasia Washington

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidence of differentiated centers included in lesson plans, student Interactive Journals core related with current dates of entries

G1.B2 Lack of Science instruction and content knowledge in grades K-4, causes a learning deficiency in grade 5 Science. 2

 B187141

G1.B2.S1 Classroom schedules have a specific amount of allotted time for science instruction in K-5. 4

 S198593

Strategy Rationale

If science is taught in K-4, then there will be an increase of proficiency on the FCAT 2.0 Science assessment.

Action Step 1 5

All science teachers will follow district curriculum guides to plan for science instruction.

Person Responsible

Teresa Dowdell-Brown

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, walk-through notes, interactive Journal entries, Gizmos

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly monitoring of lesson plans will occur

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student work, Interactive Journals and notes from classroom walk-throughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Snapshots of instructional delivery on a weekly basis.

Person Responsible

Teresa Dowdell-Brown

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom visits, notes from classroom walk-throughs, notes from observations, lesson plans

G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement. 1

G071787

G2.B1 Students' poor attendance affects student success. 2

B187145

G2.B1.S1 To provide teachers with the necessary tools to create a positive learning environment for all students by sharing resources at school trainings. 4

S198594

Strategy Rationale

Positive learning environments results in an increase in overall student achievement and attitudes towards learning.

Action Step 1 5

Common Planning

Person Responsible

Erin Mercer

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walk-throughs focused on student engagement.

Person Responsible

Erin Mercer

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom observation notes, CAST, Positive Referrals, School Store

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monthly data attendance reports, weekly walk-throughs

Person Responsible

Anastasia Washington

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Reporting of positive referrals at faculty meetings, perfect attendance awards,

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|--|-----------------------|-------------------------------|--|-------------------------|
| G1.B1.S1.A1 | Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction | Washington, Anastasia | 8/24/2015 | Sign-in sheets, agenda, exit tickets, lesson plans | 6/10/2016 every-3-weeks |
| G1.B1.S2.A1 | Coaches will lead trainings with all teachers on data analysis. | Dowdell-Brown, Teresa | 8/24/2015 | Feedback on lesson plans | 6/10/2016 monthly |
| G1.B2.S1.A1 | All science teachers will follow district curriculum guides to plan for science instruction. | Dowdell-Brown, Teresa | 8/24/2015 | Lesson plans, walk-through notes, interactive Journal entries, Gizmos | 6/10/2016 weekly |
| G2.B1.S1.A1 | Common Planning | Mercer, Erin | 8/24/2015 | Attendance sheets | 6/10/2016 biweekly |
| G1.B1.S1.A2 | Provide weekly professional development on new instructional strategies and student math strategies to be used in Duval Math Core Lessons | Mercer, Erin | 8/24/2015 | Common Planning Agenda, Interactive Journal, student work and exit slips | 6/10/2016 weekly |
| G1.B1.S1.A3 | Reading Interventionist will work with small groups of 4th/5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level. | McFerin, Allison | 8/24/2015 | Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency, Achieve 3000 Level Set data | 6/10/2016 daily |
| G1.B1.S1.A4 | 5th Grade Science Teacher will receive professional development on analyzing data to develop and Implement FCIM Calendar and lessons. | Dowdell-Brown, Teresa | 8/24/2015 | FCIM Calendar, Student Work, Lesson Plans, and Common Planning Agenda | 6/10/2016 biweekly |
| G1.MA1 | I-Ready and Achieve3000 Reports and student performance on i-Ready and Achieve3000, performance task assessments, district mid-year assessments. | Mercer, Erin | 8/24/2015 | Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(every 6 weeks) | 6/10/2016 quarterly |
| G1.MA2 | iReady Performance and Lesson Implementation | Mercer, Erin | 8/24/2015 | Lesson Plans, Classroom Walk-through form, data from I-Ready and an increase in student performance on Progress Monitoring and Diagnostic Assessments. | 6/10/2016 biweekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-----------------------|-------------------------------|---|-------------------------|
| G1.MA3 | Increased performance on I Ready and Achieve3000 Assessments | Pedro, Denise | 8/24/2015 | Lesson Plans, Anecdotal Notes and student data from I-Ready Achieve 3000 | 6/10/2016 every-6-weeks |
| G1.B1.S1.MA1 | Monitor students performance on i Ready Progress Monitoring and student's success on passing lessons at 70% or higher | | 8/24/2015 | Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(6 weekKs) | 6/3/2016 every-3-weeks |
| G1.B1.S1.MA6 | Administrator and school based coaches will conduct focus walks to determine the effectiveness of the instructional delivery and to plan for differentiated professional development based on teacher needs | Mercer, Erin | 8/24/2015 | Notes from classroom walk-throughs, lesson plans and exit slips from professional development | 6/3/2016 weekly |
| G1.B1.S1.MA7 | Achieve 3000 Level Set and performance on Achieve3000 lessons/activities | Washington, Anastasia | 8/24/2015 | Walk-through forms and Formal/ Informal CAST observations will provide a guideline and focus for noting full implementation of differentiated center rotations and small group instruction. Lesson plans will also be monitored to check for planning of instruction/rotations based on student data. | 6/3/2016 monthly |
| G1.B1.S1.MA8 | Student performance on performance assessments and FCIM Assessments | Dowdell-Brown, Teresa | 8/24/2015 | Classroom Walk-through Forms, Lesson Plans, Teacher feedback from Common planning and student Interactive Journals. | 6/3/2016 monthly |
| G1.B1.S1.MA1 | Achieve 3000 and iReady usage data for Students and Teachers KG-5th | Washington, Anastasia | 8/24/2015 | Logs/Reports by class will determine how often students are accessing the labs and classroom computers. Usage by the students, KG-5th grade, number of completed activities for iReady or Achieve 3000 at 70% or better, resulting student growth, and next steps for instruction (i.e. differentiation during center rotation, small groups, re-teach, etc.) | 6/10/2016 monthly |
| G1.B1.S1.MA3 | Data Chats and weekly classroom walk-throughs with feedback to monitor the effectiveness of instructional delivery and professional development | Dowdell-Brown, Teresa | 8/24/2015 | Classroom walk-through logs, student work and Lesson Plans | 6/10/2016 biweekly |
| G1.B1.S1.MA4 | Data Chats with the Reading Interventionist and Reading Coach | Washington, Anastasia | 8/24/2015 | Data collected by interventionist and coach, I-Ready, Achieve 3000 and DAR scores, Weekly attendance records, PMP data, Mid-year Progress Reports, Report Cards, Classroom Walk-throughs | 6/10/2016 monthly |
| G1.B1.S1.MA5 | Review Focus Calendar, Lesson Plans and student assessments to monitor the effectiveness of Science instruction in 5th Grade Class | Dowdell-Brown, Teresa | 8/24/2015 | Teacher-made assessments, Performance tasks, Interactive Journals, FCIM, Focus calendar lesson plans and assessments, Classroom walkthroughs | 6/10/2016 biweekly |
| G1.B2.S1.MA1 | Snapshots of instructional delivery on a weekly basis. | Dowdell-Brown, Teresa | 8/24/2015 | Classroom visits, notes from classroom walk-throughs, notes from observations, lesson plans | 6/10/2016 weekly |
| G1.B2.S1.MA1 | Weekly monitoring of lesson plans will occur | | 8/24/2015 | Student work, Interactive Journals and notes from classroom walk-throughs. | 6/10/2016 weekly |
| G1.B1.S2.MA1 | Regularly review lesson plans for differentiation during centers | Washington, Anastasia | 8/24/2015 | Evidence of differentiated centers included in lesson plans, student Interactive Journals core related with current dates of entries | 6/10/2016 weekly |
| G1.B1.S2.MA1 | Administrators will attend all trainings and monitor classroom use of current data. | Washington, Anastasia | 8/24/2015 | Feedback on lesson plans reflecting differentiation in centers, agenda and sign-in sheets from trainings. | 6/10/2016 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|-----------------------|-------------------------------|---|--------------------|
| G2.MA1 | Increased student engagement; positive referrals data, school store participation by class | Washington, Anastasia | 8/24/2015 | Collection of monthly eagle bucks per class, positive referral data, notes from classroom walk-throughs | 6/10/2016 monthly |
| G2.B1.S1.MA1 | Monthly data attendance reports, weekly walk-throughs | Washington, Anastasia | 8/24/2015 | Reporting of positive referrals at faculty meetings, perfect attendance awards, | 6/10/2016 weekly |
| G2.B1.S1.MA1 | Walk-throughs focused on student engagement. | Mercer, Erin | 8/24/2015 | Classroom observation notes, CAST, Positive Referrals, School Store | 6/10/2016 biweekly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all teachers utilize data effectively in all content areas, in grades K-5 to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase.

G1.B1 Teachers lack of confidence in analyzing and implementing data for instructional delivery

G1.B1.S1 Teachers will utilize center activities to use data to drive instructional delivery.

PD Opportunity 1

Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction

Facilitator

Denise Pedro

Participants

All classroom teachers K-5

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

G1.B1.S2 Professional development time dedicated to disaggregating data in planning for instruction.

PD Opportunity 1

Coaches will lead trainings with all teachers on data analysis.

Facilitator

Erin Mercer and Denise Pedro

Participants

All classroom teachers

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement.

G2.B1 Students' poor attendance affects student success.

G2.B1.S1 To provide teachers with the necessary tools to create a positive learning environment for all students by sharing resources at school trainings.

PD Opportunity 1

Common Planning

Facilitator

Erin Mercer

Participants

All classroom teachers

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

| Budget Data | | | |
|--------------------|-------------|--|----------------------|
| 1 | G1.B1.S1.A1 | Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction | \$0.00 |
| 2 | G1.B1.S1.A2 | Provide weekly professional development on new instructional strategies and student math strategies to be used in Duval Math Core Lessons | \$0.00 |
| 3 | G1.B1.S1.A3 | Reading Interventionist will work with small groups of 4th/5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level. | \$0.00 |
| 4 | G1.B1.S1.A4 | 5th Grade Science Teacher will receive professional development on analyzing data to develop and Implement FCIM Calendar and lessons. | \$0.00 |
| 5 | G1.B1.S2.A1 | Coaches will lead trainings with all teachers on data analysis. | \$0.00 |
| 6 | G1.B2.S1.A1 | All science teachers will follow district curriculum guides to plan for science instruction. | \$0.00 |
| 7 | G2.B1.S1.A1 | Common Planning | \$0.00 |
| | | | Total: \$0.00 |